### AMENDED AGENDA #1 SENATE EDUCATION COMMITTEE 3:00 P.M.

### Room WW55 Monday, January 16, 2023

For members of the public to observe the meeting, please click on the following link: https://www.idahoptv.org/shows/idahoinsession/ww55/

SUBJECT	DESCRIPTION	PRESENTER
WELCOME:	Introduction of Committee Members and Secretary	Chairman Lent
WELCOME:	Introduction of Page Hannah Gaalswyk	Chairman Lent
PRESENTATION:	Joint talk - Cooperation Moving Forward	Kurt Liebich, President, State Board of Education
PRESENTATION:	Joint talk - Cooperation Moving Forward	Debbie Critchfield, Superintendent
PRESENTATION:	Comments	Layne McInelly, President, Idaho Education Association

COMMITTEE MEMBERS

Chairman Lent
Vice Chairman Toews
Sen Den Hartog
Sen Nichols
Sen Semmelroth
Sen Herndon
Sen Lenney
Sen Ward-Engelking
Sen Semmelroth

COMMITTEE SECRETARY

Linette Grantham Room: WW39 Phone: 332-1321

Email: sedu@senate.idaho.gov

Sen Carlson

### MINUTES SENATE EDUCATION COMMITTEE

DATE: Monday, January 16, 2023

**TIME:** 3:00 P.M.

PLACE: Room WW55

MEMBERS Chairman Lent, Vice Chairman Toews, Senators Den Hartog, Nichols, Carlson,

**PRESENT:** Herndon, Lenney, and Semmelroth

ABSENT/ Senator Ward-Engelking

EXCUSED:

**NOTE:** The sign-in sheet, testimonies and other related materials will be retained with

the minutes in the committee's office until the end of the session and will then be

located on file with the minutes in the Legislative Services Library.

**CONVENED:** Chairman Lent called the meeting of the Education Committee (Committee)

to order at 3:01 p.m.

WELCOME: Introduction of Committee Members and Secretary. Chairman Lent invited

each member of the Committee to introduce himself or herself. **Chairman Lent** then outlined the topics for the Committee meetings that week. Those included: school finance, school regulatory requirements, constitutional requirements

relating to education, and other foundational information.

Introduction of Page Hannah Gaalswyk. Chairman Lent invited Senate Page Hannah Gaalswyk to introduce herself. Miss Gaalswyk shared that she was raised on a dairy farm in Castleford, Idaho. She planned to attend Idaho State

University and major in accounting and minor in political science.

PRESENTATION: Joint talk - Cooperation Moving Forward. Chairman Lent invited Debbie

Critchfield, Superintendent of Public Instruction and Kurt Liebich, President of the State Board of Education (Board), to provide an overview of K-12 education

and higher education and answer questions.

Mr. Liebich addressed the Committee regarding higher education. Mr. Liebich informed the Committee that the Board was made up of eight members, seven of whom were appointed by the Governor, and the Superintendent of Public Instruction. He cited one of their priorities was to increase the number of students who continued their education through four-year colleges, two-year colleges, certificate programs, apprenticeships, or the military. Another priority of the Board was to look at the institutions of higher education, not as individual institutions, but rather as part of a unified system where, for example, a student could start at a two-year college and continue to a four-year college. The Board served as the governing board for Idaho's colleges and universities. This differed from K-12 education where there were 115 school districts with local school boards that governed the districts. The Board became involved in K-12 education to provide consistent graduation requirements, to manage dual enrollment requirements, and to provide policies that required uniformity. Mr. Liebich noted that Idaho was one of the few states where the Board oversaw K-12 and higher education. Another priority of the Board was managing costs for higher education.

**Superintendent Debbie Critchfield**, Idaho Superintendent of Public Instruction, discussed K-12 education. She stated that one of her priorities was working together to prepare students. This required the Board, the Department of

Education (Department), parents, teachers, business leaders and communities to work together to prepare students for life. **Superintendent Critchfield** asserted that one of the most important focuses of education was literacy. Math was another important focus of education. Students lost ground in both areas during the pandemic. She noted that Idaho needed to offer more career technical education. It was also important to do more to develop relationships with parents and to support our educators to deal with severe behaviors and other emotional issues of children. Another priority was school safety.

### DISCUSSION:

**Senator Semmelroth** asked Superintendent Critchfield to explain a recent Heritage Foundation study that ranked Idaho third in terms of school choice. **Superintendent Critchfield** noted that Idaho did not regulate the educational choices of parents and offered a variety of options, including: traditional public schools, public charter schools, private schools, and home schooling.

Vice Chairman Toews asked Mr. Liebich to explain how the completion rate was calculated. Mr. Liebich explained that originally the completion rate was based on population. In recent years, however, that definition had been broadened to include four-year degrees, two-year degrees, and certificates and badges. He further explained that they were trying to determine a way to capture military service. The completion rate was 37 percent. We could more accurately track the completion rate by including completion within six years. Superintendent Critchfield added that it was a concern that 80 percent of high school students had taken at least one dual credit course, however they did not go on to complete their education.

**Senator Carlson** asked Mr. Liebich to discuss what more could be done to increase the completion rate. **Mr. Liebich** responded they could do more to get students to take advantage of opportunities for dual credit. They could do more to identify students who were struggling early and provide tutoring and other remedial measures. **Superintendent Critchfield** also responded that they could review graduation requirements, in particular the possibility of including career technical education.

**Senator Nichols** asked Superintendent Critchfield what steps they could take to improve relationships between schools and parents. **Superintendent Critchfield** responded that they could provide more information to parents regarding their rights and working with local school boards.

**Senator Den Hartog** asked Mr. Liebich how they could ensure accountability and return on investment. **Mr. Liebich** stated that they could put in place summative assessments regarding student proficiency.

**Senator Herndon** asked Superintendent Critchfield to further explain the performance measurements. **Superintendent Critchfield** explained that the current National Assessment of Educational Progress (NAEP) results showed that the rate of students at or above an eighth grade proficiency was 32 percent. She further explained that the NAEP test defined proficiency differently than Idaho.

Vice Chairman Toews asked Superintendent Critchfield to comment on a Manhattan Institute report that indicated that 93 percent of recent high school graduates had been taught at least one of the basic principles of critical race theory and radical gender theory. Superintendent Critchfield responded that the Department could review curriculum and make it available to districts. The Department could also make a repository of resources available at the Department that local boards could use to review new curriculum. In addition.

the Department could help educate parents on their right to review curriculum.

**Senator Lenney** requested Superintendent Critchfield's stand on education savings accounts. **Superintendent Critchfield** stated that she would continue to defend parents' right to choose, however, she was not an advocate of public funds going to private schools.

PRESENTATION:

Joint talk - Cooperation Moving Forward. Chairman Lent invited Layne McInelly, President of the Idaho Education Association (IEA), to provide a report on education from the perspective of the IEA. Mr. McInelly reported that the recent investment in education, which included pay increases for teachers and other school employees, helped them to feel respected and appreciated. Those investments in education also gave teachers, parents and students hope for the future.

DISCUSSION:

**Senator Herndon** expressed concern regarding a continuing education class on the IEA website regarding creating safe spaces for Lesbian, Gay, Bisexual, Transgender, Queer or Questioning (LBGTQ) students.

**ADJOURNED:** 

There being no further business at this time, **Chairman Lent** adjourned the meeting of the Committee at 4:25 p.m.

Senator Lent
Chair

Linette Grantham
Secretary

Meg Lawless

**Assistant Secretary** 

### AGENDA SENATE EDUCATION COMMITTEE 3:00 P.M.

### Room WW55 Tuesday, January 17, 2023

For members of the public to observe the meeting, please click on the following link: https://www.idahoptv.org/shows/idahoinsession/ww55/

SUBJECT	DESCRIPTION	PRESENTER
WELCOME:		Chairman Lent
PRESENTATION:	School Finance 101	Gideon Tolman, Chief Financial Officer, State Department of Education
PRESENTATION:	Public Charter Schools	Terry Ryan, CEO, Bluum
PRESENTATION:	Charter Schools, State Comparisons	Matthew Joseph, Senior Policy Advisor with Excel in Ed

COMMITTEE MEMBERS COMMITTEE SECRETARY

Chairman LentSen HerndonLinette GranthamVice Chairman ToewsSen LenneyRoom: WW39Sen Den HartogSen Ward-EngelkingPhone: 332-1321

Sen Nichols Sen Semmelroth Email: sedu@senate.idaho.gov

Sen Carlson

### MINUTES SENATE EDUCATION COMMITTEE

**DATE:** Tuesday, January 17, 2023

**TIME:** 3:00 P.M.

PLACE: Room WW55

**MEMBERS** Chairman Lent, Vice Chairman Toews, Senators Nichols, Carlson, Herndon,

**PRESENT:** Lenney, Ward-Engelking, and Semmelroth

ABSENT/ Senator Den Hartog

EXCUSED:

**NOTE:** The sign-in sheet, testimonies and other related materials will be retained with

the minutes in the committee's office until the end of the session and will then be

located on file with the minutes in the Legislative Services Library.

**CONVENED:** Chairman Lent called the meeting of the Senate Education Committee (Committee)

to order at 3:01 p.m.

**WELCOME:** Chairman Lent welcomed guests and visitors.

PRESENTATION: School Finance 101. Gideon Tolman, Chief Financial Officer, Idaho State

Department of Education (ISDE), gave a brief introduction of his experience to the Committee. **Mr. Tolman** introduced Julie Oberle, Chief Financial Officer, ISDE, and provided a brief overview of her role, along with her essential expertise on ISDE budgets. **Mr. Tolman** stated Ms.Oberle oversaw the daily activity of public school finances. He gave a broad overview of the public schools budgets, funding, and

how the processes worked together.

Mr. Tolman provided an overview of the ISDE members, roles, and jurisdiction, Mr. Tolman also introduced the Accounting Director for ISDE, Carie Ernst. He noted Ms. Ernst's team handled the accounting process through the State Controller's Office. There were seven budgets that made up the public schools appropriation. He explained these budgets consisted of funding related to superintendents. principals, charter school administrators, and board member training. The Teachers Division consisted of funding for professional development, instructional, and pupil service staff. The Operations Division provided funding to operate schools. such as transportation, technology, and classified staff. Children's Programs funding was utilized for Advanced Opportunities, literacy proficiency, and curriculum content. The Facilities Division operated school facilities. The Central Services Division provided funding for the State Department of Education, on behalf of the schools. The Educational Services served the deaf and blind, hard-of-hearing or visually-impaired students. Mr. Tolman noted the handout (Attachment 1) also included pertinent information to the staff and funding that assisted the schools in implementation. The goal was to provide information and support to families, students, and educators across the State, along with the Legislature, elected officials, and stakeholders related to Kindergarten through Twelve (K-12) public education. The public school's budget was \$2.3 billion, which made up approximately half of Idaho's General Fund.

**Mr. Tolman** gave an overview of how support units were allocated to the classroom. He provided the Committee with a quick overview of the Legislative Budget books.

### **DISCUSSION:**

**Chairman Lent** suggested Mr. Tolman explain how the budget process flowed. **Mr. Tolman** pointed to line one of the Legislative budget book. He noted the first column represented the Joint-Finance Appropriation Committee (JFAC) 2023 appropriation, which was what the schools were working with the current year. Second, in next column, the Fiscal Year (FY) 2024 request was put forth by Superintendent Critchfield. Third, the next column was the Governor's recommended budget. Under Transportation, the schools were currently working with \$98.5 million. Superintendent Critchfield requested \$108.4 million and the Governor recommended \$100.3 million. This captured the categories of the current budget, next year's request, and the Governor's recommendation.

**Senator Herndon** questioned Mr. Tolman on how the State provided funding for new facilities of remodels versus what other funding sources the districts had available. **Mr. Tolman** deferred to Julie Oberle for this question.

Ms. Oberle explained at length there were several different buckets that were utilized for funding facilities. First would be lottery dollars, which three-eighths (3/8) of the dividends were distributed to school districts and charter schools for facilities, and repairs and maintenance of student occupied buildings. Thirty-one million dollars was distributed this year to all school districts and charter schools. Charter schools received roughly \$10 million, which was calculated by a funding formula based on enrollment. Bond levy equalization was utilized by school districts only and was derived by Idaho Code. In 2023 there was \$25.5 million appropriated, which was short by \$400,000. To cover those costs, the Public Education Stabilization Fund (PESF) was tapped. School districts that passed a bond were eligible to receive this funding. These monies were called taxpayer relief funds. When the funds were distributed they were utilized for facilities. Taxpayers were levied much less for the current bond, so the taxpayer paid a lesser amount of property tax to service the debt. Public school districts pass bonds, Charter Schools cannot pass bonds. Once a school district passed a bond, the ISDE worked closely with the bond companies determining payment schedules, per Idaho Code § 33-906. Roughly 55-60 school districts had eligible bonds and received monies on September 1. The ISDE also considered taking into account the viability of the district to repay, utilizing the bond levy evaluation index.

**Chairman Lent** inquired what "tap piece" represented. **Ms. Oberle** explained what Public Education Stabilization Fund (PESF) was and how distribution of funds were handled.

**Senator Herndon** noted that federal funds had significantly dropped from fiscal year to fiscal year. He asked if Ms. Oberle could provide what the funding was moving forward and the source of those funds. **Ms. Oberle** responded that she handled public school finance, not federal funds. **Mr. Tolman** noted that many of those funds were COVID-19 related, which were expended, thus a decrease was shown. The last of the COVID-19 funds would be expended September 30, 2025. **Senator Herndon** responded that a House bill, passed in September, allocated \$410 million. He asked for an explanation of where these numbers appeared. **Mr. Tolman** noted the budget numbers appeared in the Governor's Office budget presentation.

**Senator Ward-Engelking** queried if the Bond Equalization Fund was a result of a Supreme Court decision on the way schools were funded. **Mr. Tolman** stated he would provide more information at a later date.

PRESENTATION: Public Charter Schools. Terry Ryan, CEO, Bluum Technology, gave a quick

historical overview of public Charter Schools in Idaho, the roll of Bluum, along with an in-depth slide show of how Charter Schools operated and were funded, and Title One, and educational outcomes (Attachment 2).

**DISCUSSION:** 

**Chairman Lent**, asked for an explanation of Title One. **Mr. Ryan** responded that Title One dollars were allocated based on free and reduced price lunch. Those were federal funds for students that were served below the threshold which was around 180 percent and helped serve needler students. Monies were provided to schools to build kitchens, bussing, and meals.

Chairman Lent requested Mr. Ryan highlight a couple of outstanding contributions that had been made in the State through Charter Schools, along with a couple of challenges that Charter Schools were facing. Mr. Ryan pointed to Elevate Academy Technical Charter School located in Caldwell. They serve 100 percent at risk students. The program was designed to define success for young adults by preparing them for jobs and getting jobs when schooling was completed. These students had not been successful in traditional school settings. This school model was now open in Nampa and Post Falls. A new school was slated to open in 2025 in Idaho Falls. Gem Innovation Schools, started out on-line, had six brick-and-mortar schools, and served 602 students per building. Homeschooled kids were now offered learning societies. He noted a major challenge being faced by some schools was budgeting.

**Senator Lenney** queried if Mr. Ryan supported the expansion of school choice through an education savings account. If not, did he support religious charter schools and were there religious charter schools. **Mr. Ryan** affirmed he believed in school choice in all forms, along with various ways of providing education. He recommended start small, focus on the neediest students first. He noted that school choice, especially vouchers, had been very controversial in K-12 education. Religious higher education utilized public dollars, with very little controversy.

Vice Chairman Toews, asked for clarification on tracking student proficiency before and after the student had entered a charter school and what was the funding per student in a charter school compared to public school. The methodology, comparing "apples to apples" was currently not available in the State of Idaho.

Mr. Ryan responded that Bluum was interested in discussing this further. Vice Chairman Toews queried if the formula was base funds per student, number of students served, and were special needs factors in the equation.

Senator Nichols noted the first Charter School opened in 1988, with between 350-400 students. Senator Nichols inquired what percentage of Charter Schools actually failed in the State of Idaho. Mr. Ryan replied 10, including schools that were supposed to open but never did. Senator Nichols asked if Charter Schools had created healthy competition for public schools. Mr. Ryan stated, absolutely. Senator Ward-Engleking queried what amount the State funded Charter Schools received versus traditional school students. Mr. Ryan answered roughly the same, about \$9,141 per pupil, due to the ability of public schools to pass levies. This created inequities between the Charter Schools and the districts.

**Senator Ward-Engelking** commented that if districts had not been able to pass levies, they were in the same boat as Charter Schools who received higher funding from the State Charter Schools were not able to run levies or bonds. Some traditional schools were unable to pass a levy, so were at a similar disadvantage as Charter Schools. **Mr. Ryan** replied that there was a vast spectrum between schools receiving the most public support and least public support.

	Excel in Ed, a national non-profit organization, of K-12 education. He noted the mission was to some improve the quality of education in their states, study performed related to Charter Schools in low revenue income stream between traditional distribution.	covered a range of State issues on upport policy makers on how to He provided an overview of a case daho. <b>Mr. Joseph</b> reported how the ricts and charter schools differed.
DISCUSSION:	Senator Ward-Engelking suggested that a sim public schools in Idaho. She cited the results of Office of Performance Evaluations (OPE) this pamillion dollars in deferred maintenance required up to a good rating.	a study performed this year by the ast year showed there was \$867
TESTIMONY:	Chairman Lent inquired if there was anyone in elaborate on the three types of bonds that schol former School Superintendent, gave a brief over explained supplemental levies, plant facility levies bonds. A bond was the hardest to run, which medical forms about 49 percent. The cost per so expensive, the majority of districts did not have a bond for a new school in Melba was \$9 million new building today would run between \$21 milli with ample amount of businesses and residentic capacity. In large populated districts, the cost of financial impact to residents.	ool districts levy. Andy Grover rview of his experience. Mr. Grover es for buildings and upkeep and, just pass with a super majority at ass rate of bonds over the last few square foot of building facilities was ve the bond capacity. For example, six years ago. He stated that same on and \$25 million. A community al wealth had a larger bonding
ADJOURNED:	There being no further business at this time, <b>Ch</b> at 4:30 p.m.	airman Lent adjourned the meeting
Senator Lent Chair		Linette Grantham Secretary
		Ann Yanak Assistant Secretary



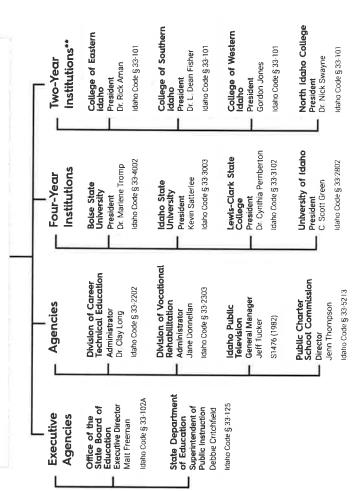
ATTACHMENT 1 Gideon Tolman, School Finance 101, January 17, 2023





Debble Critchfield Superintendent of Public Instruction Oakley, ID	William G. Gilbert, Jr. Boise, ID
Dr. David Hill Secretary Boise, ID	Shawn Keough Sandpoint, ID
Dr. Linda Clark Vice President Boise, ID	<b>Cindy Siddoway</b> Terreton, ID
Kurt Llebich President Boise, iD	Cally J. Roach Fairfield, ID

Idaho Constitution Article IX, Section 2" Idaho Code §§ 33-101, 107

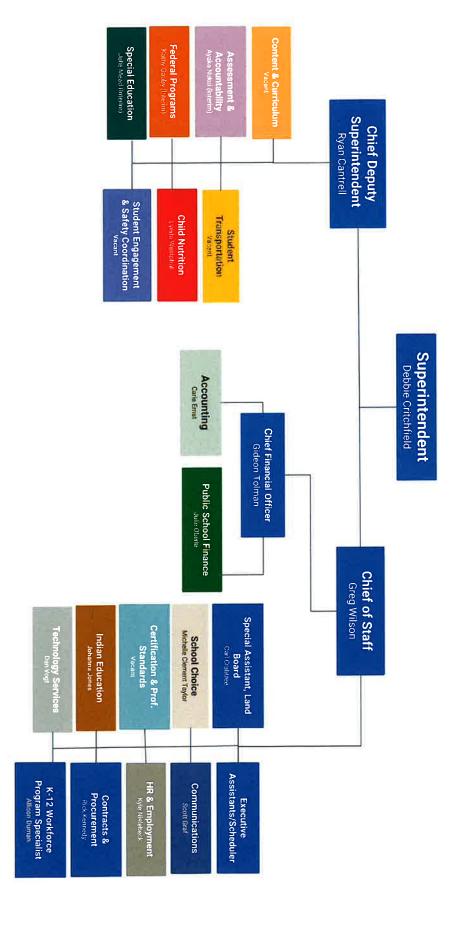


"The general supervision of the state educational institutions and public school system of the state of idaho, shall be vested in a state board of education, the membership, powers and duties of which shall be prescribed by law".

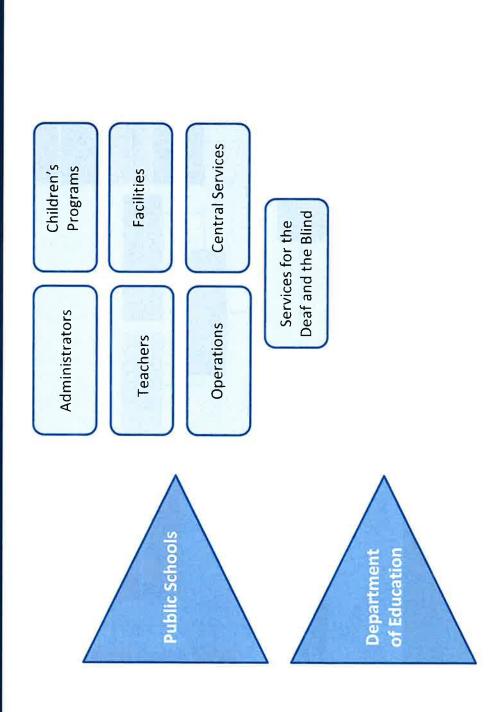
\*\*Each community college has its own locally elected board of trustees

### **Department of Education**









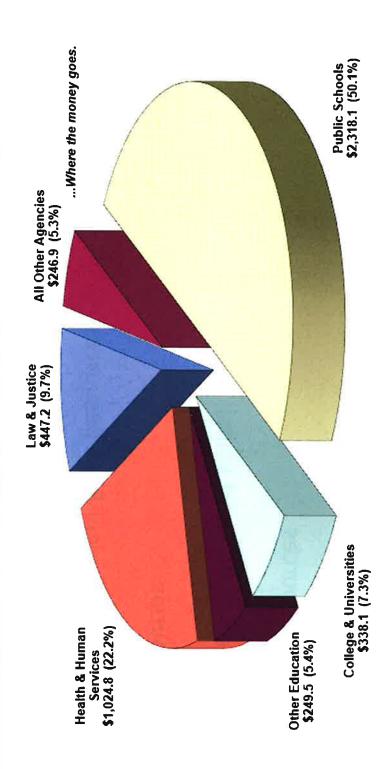
☐ Funding Sources □ Distribution ☐ Classrooms (Support Units) ☐ Legislative Budget Book Resources

LBB - Idaho State Legislature





## FY 2023 State Appropriations

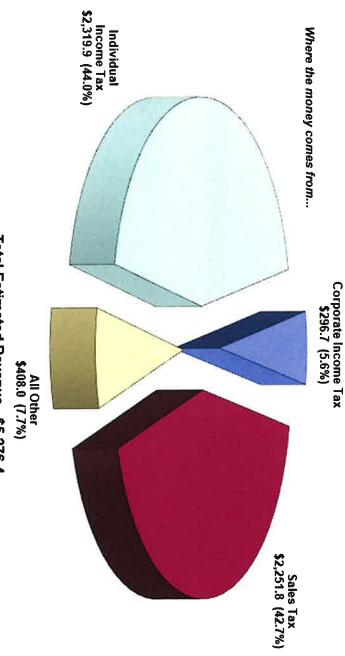


### Total Appropriations - \$4,624.5

Extension Service, Special Programs, Health Education Programs, SDE, Voc. Rehabilitation, SBOE, and (Other Education includes funding for Career Technical Education, Community Colleges, Ag Research & Idaho Public Television)

## FY 2023 State General Fund







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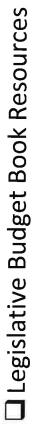
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**Funding Formula** 

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https://legislature.idaho.gov/lso/bpa/pubs/lbb/



Gideon Tolman Chief Financial Officer gtolman@sde.idaho.gov 208-332-6874

Julie Oberle Director of Public School Finance jaoberle@sde.idaho.gov 208-332-6800

Idaho State Department of Education www.sde.idaho.gov

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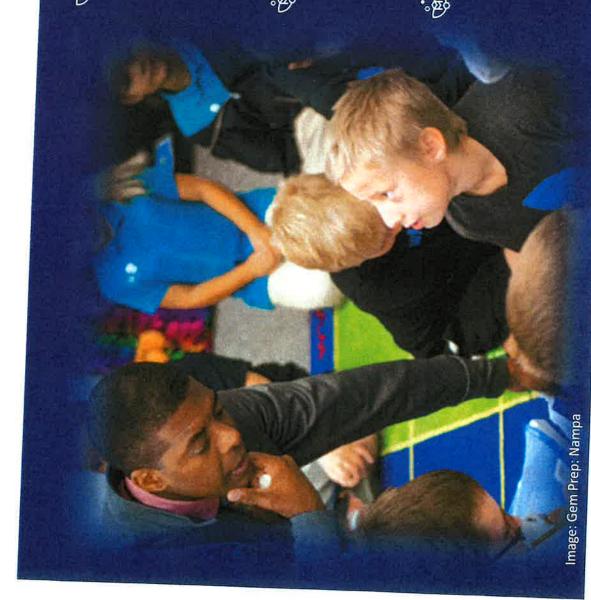
### Testimony to the Idaho Senate Education Committee

January 17, 2023

Terry Ryan, CEO – Bluum Board Chair – Idaho Charter School Network



Image: Treasure Valley Classical Academy, Fruitland



### WE BELIEVE

A robust choice of learning opportunities helps children, families and educators achieve more and do better.

Federalism – the dispersal of central authority – is a crucial tenet of American liberty. The spirit of federalism is needed more than ever in American call.

### WE ARE COMMITTED

To ensuring that Idaho's children reach their fullest potential by cultivating great leaders, replicating high-performing school models, and taking risks to develop new approaches so all Idaho students have access to a great education.

### BLUUM STRIVES TO

- Empower and support educational leaders who take risks and put children first;
  - Grow and replicate high-impact school models;
    - Provide school support and management help;
      - Develop and share effective practices; and
        - Demonstrate measurable impact programwide and across individual partner schools.

## Public Charter Schools - The Big Idea

- Charter: Restructuring School Districts, Budde outlined his plan for what would from then on be known as freedom and flexibilities with stringent accountability for student results. His 1988 book, Education proposed letting teachers create semi-autonomous schools that would combine enhanced teacher As far back as the 1970s the University of Massachusetts-Amherst education professor Ray Budde "charter schools."
- Minnesota was the first state to approve a charter school law. Ember Reichgott Junge, the Democratic state Massachusetts, Michigan, New Mexico, and Wisconsin had all approved charter legislation by late 1993. freedom to parents and teacher to create new schools outside the existing system." Minnesota's first senator who crafted Minnesota's law argued, "the purpose of the chartering legislation was to give charter opened its doors in 1992. Other states quickly followed suit: California, Colorado, Georgia,
- 👴 Passing Idaho Charter School Legislation was a multi-year fight in the 1990s. Opponents used fear and argued public charters are "**a step closer to using public funds for private schools**."
- Idaho passed its first charter school law in 1997. The state's first school opened its doors in 1998. The Idaho Public Charter School Commission was approved in 2004 as a statewide authorizer. All of these gains took political courage.
- 🍑 The Legislative intent of Idaho's charter school program was "to serve as learning laboratories with hope that success could potentially applied throughout the larger public education system."
- Early charter school pioneers include Moscow Charter, Anser Charter School (Garden City), Coeur d' Alene Charter Academy, Idaho Virtual Academy, Liberty Charter School, North Star Charter School, White Pine Charter School and Pocatello Community Charter School

### Public Charter Schools in Idaho

- Idaho's public charter schools are public schools defined and held accountable thru Idaho Education Laws and Rules Chapter 52.
- All Idaho public charter schools are public. Overenrolled charter schools must conduct a public lottery to determine enrollment.
- All Idaho charter schools are required to hold a performance certificate (charter) with a state approved authorizer. **Eligible authorizers** include the Idaho Public Charter School Commission, public school districts and Idaho public colleges, universities and community colleges.
  - Performance certificates are a fixed-term, renewable certificate, between an authorizer and a performance expectations for each party to the certificate. As of 12-1-22, The Idaho Public Charter School Commission authorizes 60 Charters and Districts Authorized 16 Schools. charter school board of trustees that outlines the roles, powers, responsibilities and
    - governance, educational program, authorizer roles and responsibilities, school operations, The typical performance certificate is over 100 pages and covers issues related to school school finance, termination, non-renewal and revocation, and compliance.



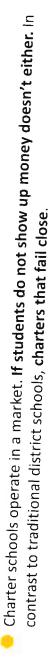




Image: Graduates from NI STEM (Rathdrum)

### Public Charter Schools in Idaho

## (The struggle for operational freedoms and fair funding)

decade to create more flexibilities for schools and to help with facility financing. This includes legislation that: The Idaho Legislature has been a strong supporter of Public Charter Schools and have worked over the last

- charter school per district per year. Also created a per pupil facility allowance, charter schools received \$398 (2012) removed the growth cap of six new public charter schools per year and the cap of one new, public per student in FY 2022
- **(2016)** allowed public charter schools to sign administrators and teachers to one-year contracts.
- (2017) streamlined the charter petition (approval) process, particularly for replicating schools.
- (2019) created a charter school administrator certificate as an alternative to traditional administrator certificates.
- (2019) created public charter school facilities program, which requires charters to receive approval from the Idaho Housing and Finance Association for issuance of nonprofit facility bonds.
- (2020) created a weighted student lottery system for schools targeting needier students.
- certificate their own teachers without going through the cumbersome and costly traditional teacher (2022) allowed public charter schools to hire individuals with a Bachelor's Degree and develop and certification process.

School districts can learn from these efforts and consider such options for themselves, especially per staffing flexibilities

### 42.2% 48.8% Title 1 6.1% 2.7% Learners English Idaho's Charter Sector Serves ALL Children Across Our State – urban, suburban, rural and remote 11.1% 9.4% Special Ed 8.8% 5.5% Others More than Six Charter Schools Less than Six Charter Schools 19.3% 15.9% Hispanic One Charter School 1.1% %6.0 Black Legend Source: Data Request Pull from ID SBOE 74.1% 76.4% White 90.4% **%9** 6 Enrollment FY22 0 Type Districts Charters Region 3: Forty-One Charter schools Region 6: Thirteen Charter schools Seven are Online Charter Schools Region 1: Seven Charter schools Region 4: Seven Charter schools Region 2: Four Charter schools Region 5: Four Charter schools

### Fiscal 2022

Total

LEA	Fall Enrollment	Revenues, Audited
Boise Independent School District	23,362	23,362 \$353,289,483
Per Pupil		\$ 15,122
Sage International School of Boise	986	\$ 9,012,563
Per Pupil		\$ 9,141
Per Pupil Difference:		(5,982)

10,191 \$123,264,813	12,095	5,499,341	8,971	(3,124)	
Ś	S	\$	\$	₹	
10,191		613			
Coeur D'Alene School District	Per Pupil	Coeur D'Alene Charter Academy	Per Pupil	Per Pupil Difference:	

Idaho Falls School District	10,194	51	0,194 \$106,230,294
Per Pupil		S	10,421
Alturas International Academy	267	s	4,554,831
Per Pupil		8	8,033
Per Pupil Difference:		S	(2,388)

West Ada School District	39,027	\$41	39,027 \$410,923,020
Per Pupil		\$	10,529
Compass Public Charter School	1,241	\$ 1	1,241 \$ 11,270,354
Per Pupil		\$	9,082
Per Pupil Difference:		₹\$.	(1,448)

## Public Charter Schools in Idaho

(The struggle for operational freedoms and fair funding)



Image: Island Park Charter School

Source: https://www.sde.idaho.gov/finance/files/attendance-enrollment/historical/Historical-Enrollment-by-District-or-Charter.xlsx

## Idaho Student Enrollment Growth Over Last Decade

Over the last decade overall **Idaho charter school enrollment** has seen an annual average growth rate of **5.5%.** Over the last decade Idaho's **K-12 enrollment** has seen an annual average growth rate of **2.05%.** 

Over the last decade overall Bluum school enrollment has seen an annual average growth rate of **31**%.

Over the last decade Bluum school enrollment has made up 80% of Idaho charter seat growth. Since the 2018-19 school year, all new charter school seat growth has been in Bluum schools.

YEAR	ID K-12 Enrollment	ID Charter Enrollment	Blillim Schools F
2021-22	319,159	AOC QC *	Statil Schools Enrollment
2020-21	303 349	107/07	11,115
20110-20		31,5/6	10.107
1	293,166	25,364	, , , o
51-8707	285,890	24 004	270,8
2(8) 7-(42)	282.383	700,50	759'9
2016-17	0 7 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	41,936	5,673
1002	618,818	21,351	5 232
GT-STOP	275,496	ONCOC	5,233
2014-45	7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7	20,340	4,356
	7/1/19	19,700	1 001
47-5167	270,718	19 367	160,4
2012-13	032 130	100107	2,896
MET MEW SEARS	007,402	18,782	2,713
- In this cool	54,399	10,422	2018
Despite the growth many charter	Charter schools still bases		7040

(Caldwell) **226**; Idaho Arts (Nampa) **108**; Sage (Boise) **118**; Compass Public Charter School (Meridian) **578**; and Despite the growth many charter schools still have waitlists: Alturas Int'l Academy (Idaho Falls) 344; Mosaics Treasure Valley Classical Academy (Fruitland) **260**.

\* Online charter school enrollment has been declining over time in Idaho despite a Covid-19 spike in 2020-21,

### 米 INVESTMENT SUMMARY Communities of Excellence Other Philanthropic Investments 电 TOTAL COMBINED INVESTMENT Combined Number of New Seats 63,426,882 2015-2022 囤 Fellowship Support 몓 Grants Avaided by J.A. and Kathiyi

### **Demand for New Public Charter Schools** Working to Help Idaho Meet the with Start-Up Support



Image: New Charter School Construction, Middleton

### Looking Ahead

# Statewide: Projected Population and K-8 Student Growth Through 2030

- Statewide, this rate of growth translates into 39,480 more K-8 students than in 2020.
  - Idaho elementary schools average 403 students = 98 new schools by 2030.
- If charters manage just 15% of this growth =  $\frac{15 \text{ new K-8 charter schools by 2030}}{15 \text{ new K-8 charter schools by 2030}}$
- As a state, collectively, we need to plan and prepare for this growth we need to innovate!

2020 to 2030 Population Growth Rates



Source: http://www.bluum.org/wp-content/uploads/2022/02/Idaho-Charter-Market-Analysis-Bluum-and-Public-Impact.pdf

# ROI - Idaho Public Charter Schools Deliver Results for Student

			שממו	Redaing - oth		
Jurisdiction	Student Group	Average scale score	Year	Jurisdiction	Student Group	Average scale score
National	¥	217				
National public	100	316	7707	National	F	260
Don't bronch	₹ ₹	1 c	2022	National public	B	259
<b>4</b> 3000	Ē.	563	<del>, 1</del>	DoDEA	Ŧ	282
Massachusetts	All	227	•	Idaho	Charton	755
Idaho	Charters	225			cial fets	6/9
Florida	F	225	Y)	New Jersey	₹ T	270
Myoming	. I∀	225	4	Massachusetts	F	269
Colorado	IV	223	S	Utah	B	265
More Homeschire	₹ ₹	500	Q	Connecticut	All	264
Now lord	₹ ₹	566	7	Idaho	A	264
I I I I I	₹₹	133	oc	Vermont	All	76.4
Otan	₹ ₹	177	σ	Colorado	110	696
Connecticut	Ail	219	n ;	Colorado	3	597
Idaho	All	215	10	New Hampshire	ই	263
Math – 4th			Math	1 – 8th		
Jurisdiction	Student Group	Average scale score	Year	Jurisdiction	Student Group	Average scale score
National	IF	236	2022	National	Æ	274
National public	Ail	235	2022	National public	<b>a</b>	273
DoDEA	Ψ	250	1	DoDFA	IIA	292
Wyoming	All	243	2	Idaho	Charters	201
Massachusetts	Ail	242	K	Massachusetts	ΔII	284
Nebraska	All	242	4	Idaho	All	282
Florida	Α	241	u	litah.	IV	787
lowa	AII	240	7 4	1000	₹ ₹	787
North Dakota	IIA	240	٥	ARS JELSEY	3	187
Utah	Ā	240	7	South Dakota	¥	281
Wisconsin	Α	240	α0	Wisconsin	₹	281
indiana	<b>\</b>	239	6	Wyoming	B	281
Idaho	Charters	238	10	Minnesota	F	280
Idaho	All	236				
	National National National Nassachusetts Idaho Florida Wyoming Colorado New Jersey Utah Connecticut Idaho National Idaho Idaho	on shire etts on on ota	on Student Group  I All Selfs All Selfs All Shire All Shire All Shire All On Student Group Il All All In All All All In All All In All All In All In All In All All In All	Student Group   Average scale score	Student Group   Average scale score   Ali   217   2022   N	Student Group   Average scale score   Year   Jurisdiction

### BUT, THERE'S MORE TO DO

### Near Term:

- Support efforts to improve public charter school facility financing options: rising land costs, higher interest rates and inflationary pressure on building materials makes financing facilities harder.
- As you put more money into public schools encourage and support more operational flexibilities for school districts: disperse authority for educating students, encourage risk-taking, and give more authority to schools and districts to innovate.
  - Find time to visit some of the great public charter schools in your area: there are really good things happening in our public charter schools. Please go see why parents are on wait lists to get their children into these schools.

### Longer Term:

Move to student-centered funding: Create one student-centered funding formula that applies to all students in Idaho regardless of the type of school they attend. For each student a school serves, it should receive the same base funding amount with additional amounts for higher-need students.



Image: Upper Carmen Charter School

### Thank you and now over to my friend from Excel*in*Ed Matthew Joseph







Image: Alturas International, Idaho Falls

			900



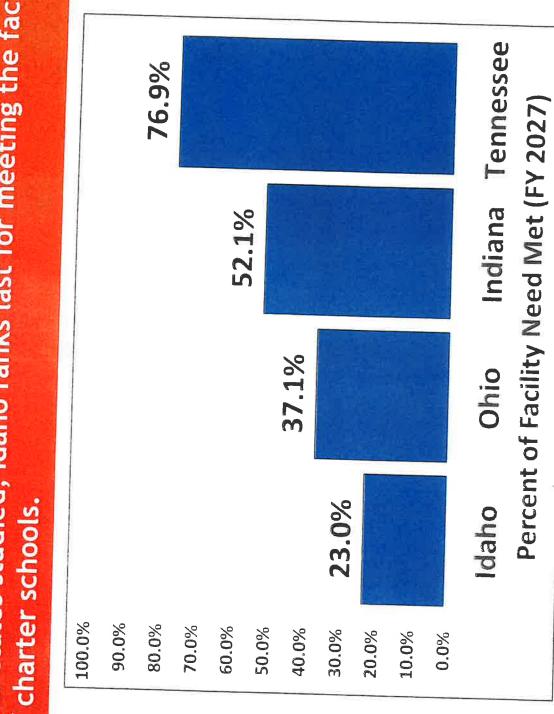
# Building For Success in Idaho

2023

## State Comparisons



Of the four states studied, Idaho ranks last for meeting the facility needs of charter schools.





### AMENDED AGENDA #1 SENATE EDUCATION COMMITTEE 3:00 P.M.

### Room WW55 Wednesday, January 18, 2023

For members of the public to observe the meeting, please click on the following link: https://www.idahoptv.org/shows/idahoinsession/ww55/

SUBJECT	DESCRIPTION	PRESENTER
WELCOME:		Chairman Lent
PRESENTATION:	Student Achievement	Ryan Cantrell, Chief Deputy Superintendent, State Department of Education
PRESENTATION:	Constitutional Authority	Matt Freeman, Executive Director, Idaho State Board of Education
PRESENTATION:	Performance Evaluations	Rakesh Mohan, Director of Performance Evaluations
PRESENTATION:	Performance Evaluations	Casey Petti, Senior Evaluator, Office of Performance Evaluations

COMMITTEE MEMBERS COMMITTEE SECRETARY

Chairman LentSen HerndonLinette GranthamVice Chairman ToewsSen LenneyRoom: WW39Sen Den HartogSen Ward-EngelkingPhone: 332-1321

Sen Nichols Sen Semmelroth Email: sedu@senate.idaho.gov

Sen Carlson

#### MINUTES SENATE EDUCATION COMMITTEE

DATE: Wednesday, January 18, 2023

TIME: 3:00 P.M.

PLACE: Room WW55

**SENATORS** Chairman Lent, Vice Chairman Lenney, Semmelroth, Ward-engelking, Toews,

PRESENT Nichols, Carlson, Herndon, and Den Hartog

ABSENT/ None

**EXCUSED:** 

NOTE: The sign-in sheet, testimonies and other related materials will be retained with

the minutes in the committee's office until the end of the session and will then be

located on file with the minutes in the Legislative Services Library.

CONVENED: Chairman Lent called the meeting of the Senate Education Committee

(Committee) to order at 3:01 p.m..

**WELCOME:** Chairman Lent welcomed all to the meeting.

PRESENTATION: Student Achievement. Mr. Cantrell talked about the Comprehensive Support

> and Improvement Under performing program (CSI Up). CSI Up looked at the Idaho Standard Achievement Test scores of students to identify which schools needed help. Mr. Cantrell identified principals and vice principals as the most

common theme in success and failure in student achievement.

Chairman Lent asked him if these principles would be successful in other schools and settings. Mr. Cantrell answered that indeed it was a successful model of principles based on his experience with different schools and settings. He referred the Chairman to the Professional Learning Communities (PLC) model

that he had implemented to help successfully address student achievement. DISCUSSION: Senator Lenney asked Mr. Cantrell if he had any current data to support the

PLC and CSI Up Programs. He replied that he could not provide current data on

the two programs.

Senator Semmelroth asked for more information about the difference between education leaders and education managers. Mr. Cantrell said that the biggest difference between education leaders and education managers was the mindset of the educator. Senator Den Hartog asked about the effectiveness of required performance evaluations in the schools he had visited, and whether or not they served their purpose. Mr. Cantrell replied they were effective when the principals

were engaged with their teachers on a consistent basis.

Senator Herndon asked how taxpayer dollars went towards educational materials. Mr. Cantrell answered that State Superintendent Critchfield was in charge of providing those materials to schools. Vice Chairman Toews asked about the ways in which parents were involved with the administration and the direction of their schools. He replied district interaction with parents of students varied by district and school, based mostly on the overall size of the student population.

Senator Nichols asked him about learning expectation, and how CSI Up and PLC contributed to the retention of teachers using those models. Mr. Cantrell said that the efforts to connect with parents, interacting with the community, and making sure the teachers felt like the administration had their back. He informed the Committee that the teacher turnover was cut in half from 30 percent to 15 percent. Senator Nichols followed up by asking him about how the retention rate of teachers was connected to the topic of learning expectations. Mr. Cantrell replied that the biggest contributor to learning expectations was from community input, especially from parents. Chairman Lent asked if there was anything else that he would like to pass on to the Committee in regards to policies and practices. Mr. Cantrell shared two pieces of advice to the Committee on this topic. One, that the better the school board was, the better the district. Two, the Superintendent was a very important position that played a key role in the success of Idaho students.

#### PRESENTATION:

Constitutional Authority. Matt Freeman, Executive Director, Idaho State Board of Education (ISBE), gave a presentation on the Constitution of the United States and of the State of Idaho and how state education interacted with both of these constitutions. Mr. Freeman covered Section II of Article IX of the Idaho constitution, in which Mr. Freeman demonstrated that the article delegated state authority to the ISBE. The section read, "The general supervision of the state educational institutions and public school system of the State of Idaho, shall be vested in a state board of education, the membership, powers and duties of which shall be prescribed by law." Mr. Freeman informed the Committee that all school districts in Idaho, including specially chartered school districts, would be under the supervision and control of the ISBE. He informed the Committee that public colleges and universities were public entities and therefore were subject to governance and maintenance by the ISBE and the Board of Regents.

#### **DISCUSSION:**

**Senator Nichols** asked Mr. Freeman why the school districts were under the authority of the ISBE when it was unelected. **Mr. Freeman** referred to the constitution and replied that it was that way because the statute was written in Idaho Code § 33-1612.

**Chairman Lent** asked whether or not the County commissioners had any constitutional authority over local school boards. **Mr. Freeman** replied that he could not give a definitive answer on that question.

**Vice Chairman Toews** asked Mr. Freeman about the constitutional role of the superintendent of the State and the district superintendent. **Mr. Freeman** informed the Committee the district superintendents reported to the State Superintendent.

#### PRESENTATION:

**Performance Evaluations**. **Rakesh Mohan**, Director of Performance Evaluations (OPE), and **Casey Petti**, Senior Evaluator, OPE, gave a presentation on performance evaluations.

Mr. Petti informed the Committee that from 1994 to 2021, the number of paraprofessionals in Idaho almost doubled. Mr. Petti explained that according to his numbers, 71 percent of Leadership Effectiveness Analysis (LEA) business managers believed the funding given to LEA by the State were not enough to cover the costs of classified employee salaries. Only 25 percent of LEA business managers believed they had the appropriate amount of funding for LEA's. Mr. Petti revealed that in 2021, the State of Idaho allocated \$138.1 million for classified employees salaries, but LEA's ended up paying \$219.5 million that year. He said that the way in which LEA's typically made up the difference in costs was by local districts using supplemental levies, special property tax levies, and discretionary funding allotments. He said that for every dollar that LEA's received, they had to spend \$1.59 on qualifying classified employees. Part of the reason for this was the need for classified employees was much greater than

other positions. **Mr. Petti** informed the Committee of the disparity in pay and pay increase between the public and private sectors in Idaho. **Mr. Petti** advocated to create another class of employees called "super classified" jobs designated for classified employees who were engaged in more technical and difficult jobs, and advocated for incorporating cost-of-living adjustments, which states like Wyoming and Washington currently used. He also recommended that teachers and employees with master's degrees or experience received an increase in pay.

DISCUSSION:

**Senator Lenney** asked Mr. Petti about whether the fiscal recommendations were responsible given the 42 percent increase in education spending over the past three years. **Mr. Petti** admitted that a one-size-fits-all increase might not be the only solution, but a broad pay increase would solve a lot of problems. **Senator Ward-Engelking** asked if the increase in funds from 1994 to 2021 totaling \$22,761 was due mostly to Elementary and Secondary School Emergency Relief Funds (ESSER) Funds which were COVID-19 relief related. Mr. Petti answered that she was correct in that analysis.

Senator Carlson asked how special property tax levies were collected by the charter districts, especially in Lewiston where part of her district covered. Mr. Petti informed the Committee that Lewiston was a unique case because it existed before the State of Idaho. However, they had the power to tax local property to raise funds for district purposes independent of the state tax. In regards to the local levies, Mr. Petti was not able to speak directly to that because he said he was not aware of the specific district levies. Senator Carlson asked to clarify the levy issue in Lewiston to his best ability. Mr. Petti stated that Lewiston had a permanent supplemental levy that allowed a levy if more than 20 percent of operating expenses were used, the voters of a district could make the levy permanent. Mr. Petti revealed that he may be wrong in this assessment.

**Senator Nichols** asked if the figures he presented for income possibilities and if the cost-of-living adjustments were figured into that assessment. **Mr. Petti** replied that there were no cost-of-living adjustments in the figures he presented.

Vice Chairman Toews then asked two questions. First, how Mr. Petti defined classified employees, and second, whether or not technology cut costs or increased costs because of Informational Technology (IT) support staff. In response to the first question, Mr. Petti stated that classified employees would include paraprofessionals and those who assisted in the classroom. In response to the second question, he revealed that the State of Idaho had spent \$4 million since 2014 for a liaison for IT staffing. He mentioned on top of that \$4 million, only a small portion of that had gone to the costs of IT employees. Senator SemmeIroth agreed that while extra funding would not necessarily fix everything, it would fix a lot of things such as the 230 openings for West Ada County educators. Senator Ward-Engelking echoed the concerns of Senator SemmeIroth, when she added that in rural communities when there was a shortage of paraprofessionals that teachers, principals, and vice principals had to take on extra duties, which was difficult for them.

ADJOURNED:	There being no further business a meeting at 4:43 p.m.	at this time, <b>Chairman Lent</b> adjourned the
Senator Lent		Linette Grantham

Senator Lent Chair

Secretary

James Nelson Assistant Secretary

## AMENDED AGENDA #1 SENATE EDUCATION COMMITTEE 3:00 P.M.

#### Room WW55 Thursday, January 19, 2023

For members of the public to observe the meeting, please click on the following link: https://www.idahoptv.org/shows/idahoinsession/ww55/

SUBJECT	DESCRIPTION	PRESENTER
WELCOME:		Chairman Lent
PRESENTATION:	School Safety	Mike Munger, Program Manager, Idaho School Safety and Security
PRESENTATION:	Rules Overview	Tracie Bent, Chief Planning and Policy Officer, Idaho State Board of Education
RS 29945C2	Extended Learner Programs	Tracie Bent, Chief Planning and Policy Officer, Idaho State Board of Education

#### If you have written testimony, please provide a copy to the committee secretary.

COMMITTEE MEMBERS COMMITTEE SECRETARY

Chairman LentSen HerndonLinette GranthamVice Chairman ToewsSen LenneyRoom: WW39Sen Den HartogSen Ward-EngelkingPhone: 332-1321

Sen Nichols Sen Semmelroth Email: sedu@senate.idaho.gov

Sen Carlson

## MINUTES SENATE EDUCATION COMMITTEE

**DATE:** Thursday, January 19, 2023

**TIME:** 3:00 P.M.

PLACE: Room WW55

**MEMBERS** Chairman Lent, Vice Chairman Toews, Senators Den Hartog, Nichols, Carlson,

**PRESENT:** Herndon, Lenney, Ward-Engelking, and Semmelroth

ABSENT/ None

EXCUSED:

**NOTE:** The sign-in sheet, testimonies and other related materials will be retained with

the minutes in the committee's office until the end of the session and will then be

located on file with the minutes in the Legislative Services Library.

**CONVENED:** Chairman Lent called the Senate Education Committee (Committee) to order

at 3:02 p.m.

**WELCOME:** Chairman Lent welcomed the visitors that were in attendance.

PRESENTATION: School Safety. Mike Munger, Program Manager, Idaho School Safety and

Security Program (ISSSP), Office of the State Board of Education, gave an overview of statutory mandates for school safety and security in the State of Idaho. Mr. Munger described the foundation of the work at the ISSSP were vulnerability assessments which analyzed facility and operational elements at Idaho schools. He discussed the ISSSP worked closely with local school boards in order to understand individual needs and to notice commonalities in vulnerability between different schools across Idaho. Mr. Munger provided past examples of certain shared vulnerabilities that the ISSSP identified and addressed. He also discussed the Governor's Securing Our Future Grants Program (GSOFGP) and how the funds appropriated for this grant would be used in the context of the GSOFGP and the work that it did. He said that the funds from this grant would be spent in meaningful ways based upon the vulnerability assessments conducted at the schools. He explained this money needed to be spent on methods that were proven to be effective and durable for years to come to ensure safety for Idaho students. Mr. Munger identified common vulnerability targets across Idaho schools, which included access control, emergency communications, and life safety systems. He encouraged the members of the Committee to support the proposed legislation on

the agenda and to direct local school districts to the office of the ISSSP.

**DISCUSSION:** Senator Lenney asked for Mr. Munger's thoughts on gun-free school zone policies.

Mr. Munger responded saying local school boards had the ability to designate individuals who could carry firearms on school premises and he would like to assist local school boards to think through the logistical questions associated with the designated individuals to carry firearms on a school campus. Senator Lenney asked whether anyone had considered private security at Idaho schools. Mr. Munger stated that the ISSSP was having continuing discussions internally and with local school boards about what kind of security personnel each school should

have in order to formulate the best solution possible.

**Senator Carlson** asked for more information on the See Tell Now! Tipline Program and how students would know who to call to seek help. **Mr. Munger** explained that the program's regional representatives would travel to different schools and relay information about the See Tell Now! Tipline either through a rally or informing school staff. **Senator Carlson** asked if the rural schools were taking advantage of

the See Tell Now! Tipline and if the program was keeping track of who exactly was using this service. **Mr. Munger** sensed there was a higher increase of rural schools taking advantage of the See Tell Now! Tipline because they never had a service like this before. Many urban schools had something similar already in place.

**Senator Ward-Engelking** expressed her concern for arming classroom teachers and instead conveyed her support for having armed security take the responsibility of protecting students and hoped that was being considered.

**Senator Herndon** inquired how much was spent on an annual basis on school safety. **Mr. Munger** explained that the primary funding for school safety came from local school boards, so it would be difficult to estimate the grand total for both the local school boards and the ISSSP.

**Senator Herndon** asked if Mr. Munger believed the root cause of the problem had been identified with school safety or whether they were working to identify the root cause. **Mr. Munger** responded that he could not identify the root cause of problems with school safety, but since 2016, schools in Idaho had seen an improvement in preparing and planning for emergency situations.

**Senator Herndon** followed up by asking if there was any data on whether psychotropic medications had an impact on school safety. **Mr. Munger** noted that he did not have data on that subject.

**Senator Den Hartog** clarified for the Committee what exactly the See Tell Now! program was, how the application worked, and what the tangible benefits were for students and parents.

Vice Chairman Toews asked for clarification on where the budget was sourced from and asked how the appropriated funds would be spent. Mr. Munger stated the budget was from the Governor's budget recommendation. He explained the funds would be used towards addressing the vulnerability targets outlined in the presentation and assured Senator Toews that funds were used only for solutions that were meaningful and effective.

Senator Nichols asked for more information on how exactly the See Tell Now! Program operated, where exactly the data that was submitted went, and whether or not the information was secured. Mr. Munger explained the information was captured via website and phone lines were securely sent to a 24-hour monitored live-response center. Senator Nichols asked whether or not the See Tell Now! program was targeted towards a certain age group. Mr. Munger explained the primary target was for secondary school students, since they had the most knowledge about potential dangerous situations that should be reported, but that this program was also open to all community members who had information on these subjects. Senator Nichols asked for the website link for See Tell Now! Mr. Munger stated that it was seetellnow.com.

**Chairman Lent** asked Mr. Munger what he would like the members of the Committee to take away from the presentation and subsequent discussion. **Mr. Munger** summarized that he hoped the members of the Committee knew that Idaho students were safe and that the ISSSP was working towards making meaningful connections with students.

PRESENTATION: Rules Overview. Tracie Bent, Chief Planning and Policy Officer, Idaho State Board of Education (ISBE), described where in Idaho Code the rule making process for the ISBE was laid out and described the process in detail. First, the ISBE posted a notice that it intended to promulgate rules and invited the public to contact them if they wanted to participate in negotiated rule making. The ISBE also reached out to stakeholders to obtain input for potential rules. The input taken from these sources were submitted as proposed rules to the ISBE and each proposed rule was open for public comment. Once a proposed rule was approved, it was published on the ISBE website and subject to a 20-day public comment period. These public comments were taken into consideration by the ISBE, such that they could decide if a proposed rule needed to be modified in any way. After modifications, these proposed rules became pending rules, which were the ones presented before the Committee. Ms. **Bent** laid out the process for navigating the rules binders that were provided for each member of the Committee. She described the process of forming and adopting temporary rules and how they were different from proposed and pending rules. **DISCUSSION:** Senator Lenney asked if the Committee had the power to review rules that were not specifically before the Committee. Ms. Bent stated that the Committee could review rules not before them and described the process that could be taken for these rules. Action that could be taken on these rules was whether to accept or reject them. This could be accepting or rejecting new language or completely rejecting a section out of a rule so it did not exist anymore. RS 29945C2 Extended Learners Program. Ms. Bent stated the proposed legislation would close a loophole that was available in the previous draft. This proposed legislation ensured that students who were utilizing the Extended Learners Program and the Self-Directed Learners Program and were attending different schools part-time, were not being counted as full-time students by a school for funding purposes. **DISCUSSION:** Senator Carlson asked for clarification on how the proposed legislation would count students for funding purposes. Ms. Bent explained that schools would only receive funding for the portion of the day that the student was at the school if they were not considered a full-time student. The proposed legislation would not allow schools to report part-time students in these programs as full-time students for funding purposes. Senator Carlson asked if full-time students had to be in school all day because of this or whether they were still allowed to attend apprenticeship-type classes elsewhere. Ms. Bent responded this was already allowed regardless of the changes made. MOTION: Senator Ward-Engelking moved to send RS 29945C2 to print. Senator Den **Hartog** seconded the motion. The motion carried by **voice vote**. ADJOURNED: There being no further business at this time, Chairmen Lent adjourned the meeting at 3:57 p.m.

Senator Lent
Chair

Linette Grantham
Secretary

Tyler Allen
Assistant Secretary

## **Legislative Report 2023**





**Idaho Standard Command Responses For Schools** 



A Standardized Approach To School Safety For All Idaho Schools

### **TABLE OF CONTENTS**

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#### Mission

**Goal 1:** Develop and employ a comprehensive process and instrument for triennial school assessments and reports. [33-5902] (4)(5)(8)

**Goal 2:** Maintain accurate information on school locations and conditions, tracking facility additions and changes. [33-5902] (1)(2)(3)

**Goal 3:** Identify and implement multiple modes of support for the improvement of safety and security within schools. [33-5902] (1)(2)(3)(6)(7)

**Goal 4:** Identify and establish connection with the agencies, institutions and organizations that serve schools, school personnel, or provide some type of service useful for promoting safety and security within the school environment. [33-5902] (1)(3)

**Goal 5:** Identify incidents, conditions and trends that threaten schools. Research and develop effective practices and training. Research and evaluate the efficacy of technological security solutions, advising school on possible implementation.

[33-5902] (1)(2)(3)(6)(7)(8)

#### **Goal 1,2- Triennial Assessments**

Number of school campuses that have been completed in round 2: 358 (goal 1,2,3)

Number of school campuses that have been completed last school year 21/22: 152

(goal 1,2,3)

Current campuses in state:

735

**Training and Consulting Projects** 

(goal 3,5,4)

- Pandemic Planning
- Major Incident Review
- o Reunification Plan Development
- o SRO Support Plan Development
- Idaho Standard Command Responses for Schools (ISCRS)
- Effective Supervision Practices
- Behavioral Threat Assessment
- Title IX Support
- o Emergency Operations Planning Support
- o Radio Communications Plan Development
- COVID-19 Reopening Planning & Support

Updated Vulnerability Assessment to current law and research

(goal 1,3,5)

Updated Vulnerability Assessment methods to allow for better data aggregation (goal 1,3,5)

#### **ASSESSMENT STATISTICS**

Customarily this portion of the report is intended to provide statewide aggregated statistical information to help inform policymaker and lawmaker prioritization relating to the current observations of K-12 student safety and security throughout the State of Idaho.

152 assessments were completed during the disrupted 2021-2022 school year and all assessment documentation was delivered to local school boards and administrators. These vulnerability assessments were accurate snapshots of analyst observations at the time of the assessment.

However, aggregated data for this school year contains a high degree of variance and a low degree of confidence in representing the actual state of student safety throughout the state. While the date is accurate, it is not meaningful due to the following considerations:

- 1. Low Sample Size- The disruptions relating to school staffing, pandemic restrictions and closures required a much higher than normal number of cancellation and rescheduled assessments. The cancellations and rescheduling negatively impacted the total number of assessments that able to be completed.
- 2. High Degree of Variance Over Time- The evolution of school operations throughout the school year proved to be especially damaging to statistical comparison this year. A single school may have moved from hybrid schedules in the fall of 2021, to periods of fully remote learning due to illness or staffing shortages and then back to near-normal operations toward the end of the school year. Since Analysts are only present for a single day, the observations, while accurate, may not be representative and useful for long term planning.
- 3. Assessment tool updated. Within the vulnerability assessment tool some questions were added and removed to enhance clarity, prevent scope creep of the assessment, and better communicate vulnerabilities to local governance bodies.

#### Idaho School Safety and Security Program (ISSSP)

The following is a systematic process that directs a school toward effectiveness in safety planning and implementation through:

- 1) establishing a multidisciplinary safety team.
- 2) creating a comprehensive safety plan based on the ISSSP multi-hazard vulnerability assessment.
- 3) aligning resources and efforts with the comprehensive safety plan.
- 4) monitoring progress toward the comprehensive safety plan objectives.

#### **Domains within ISSSP Vulnerability Assessment**

#### **Student Supervision:**

Schools shall demonstrate appropriate student supervision across the campus, throughout the day, and at all school activities.

#### **Operations:**

Schools shall demonstrate safe daily operational procedures and practices.

#### **Facility:**

Schools shall demonstrate physical measures that maximize facility safety.

#### Security:

Schools shall demonstrate security measures that control space to prevent intrusion or victimization.

#### Policy/Training:

Schools shall demonstrate effectiveness by creating and reviewing polices that establish protocols, practices, and define training for a safe school environment. Training programs shall be aligned with safe school policies.

#### **Community:**

Schools shall demonstrate cooperative planning for prevention and mitigation of, response to, and recovery from all hazards effecting schools.

#### Climate/Culture:

Schools shall demonstrate an understanding of the relationship between safe school environments and a positive climate and culture.

#### **Elements within Domains**

#### **Student Supervision:**

- General supervision
- Specific supervision
- Indoor supervision
- Outdoor supervision

#### **Operations:**

- Visitor management
- Access control
- Communication
- Safety practices

#### **Facility:**

- Communication equipment
- Building usage and capacity
- High risk areas
- Maintenance
- Parking
- Safety Equipment
- Signage

#### Security:

- Outer perimeter
- Exterior Areas
- Internal Spaces
- Secure spaces
- Surveillance

#### Policy/Training:

- Discipline processes
- General safety policies
- Staff training
- Planning
- Specialized staff training
- Emergency Operations Plan (EOP)

#### Climate/Culture:

- Behavior support resources
- Mental health support resources
- Physical health support resources
- Community involvement
- Student engagement
- Social Skills programs

#### **Community:**

- Community resources
- Emergency management
- Medical
- Fire suppression
- Law Enforcement
- School Resource Officer
- Written Agreements (MOU)

#### Goals 3, 4, 5: SPECIAL PROJECTS

- 1. Federal Grant Management
- 2. Reunification Plan Template Documents Completed
- 3. Expansion of Statewide Tipline
- 4. SRO Support Technical Working Group
- 5. Bipartisan Safer Communities Act Development
- 6. Clery Act Training and Support

#### 1. FEDERAL GRANTS-

US Department of Justice, Bureau of Justice Assistance: Stop School Violence Grants

Grant #2018-YS-BX-0059 Statewide tip line system (See, Tell, Now!)

\$ 195,465.00, 10/01/2018 - 09/30/21- **Completed** 

Grant #2018-YS-BX-0222, State of Idaho Threat Assessment Model for Schools

\$ 344,970.00, 10/01/2018 - 09/30/22- Extended to 9/30/2023

Grant #2019-YS-BX-0086 Enhancing Idaho State School Safety Center

\$ 445,000.00, 10/01/2019 – 09/30/22- Extended to 9/30/2023

IOEM Hazard Mitigation Grant- Cascade SD- Completed

\$57,000- Install a functional communication system to reach all occupied areas of the facility in the event of an emergency.

IOEM Hazard Mitigation Grant- Swan Valley SD- Completed

\$34,000- Install a functional communication system to integrate with the fire detection system as well as provide for verbal command and control during a non-fire emergency.

#### **Reunification Plan Template Document Package and Training- Completed**

One of the clear, statewide needs evidenced by the vulnerability assessments was the lack of functional reunification plans. Reunification following an emergency is an incredibly complex, resource intensive and carries with it the potential for significant damage when done poorly.

To that end the ISSSP worked with a group of statewide stakeholders to develop a series of template plans to help guide local school safety teams through the plan development process. Training is also available for any district interested in ensuring that their plans will allow them to account for all students, return them to their parent/guardian and document all steps of the process.

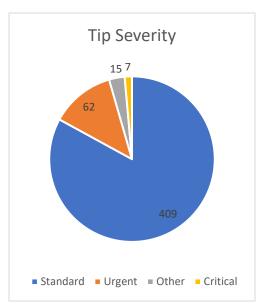
Template plans and documents and training are freely available to all Idaho public K-12 schools at the ISSSP website. <a href="https://schoolsafety.idaho.gov/">https://schoolsafety.idaho.gov/</a>

#### **Statewide Tipline Expansion- Ongoing**

The statewide confidential tipline has significantly expanded the number of schools that are actively participating this year. School leaders have found the service to be of great benefit for students and school communities. The legislature's movement to stabilize program funding has demonstrated a commitment to the safety of all students.

Most importantly the program is working. Students, parents and community members are using the service to confidentially communicate safety concerns to the local leaders who can directly address them. The tipline is available to all students, in all schools throughout the state.

The number of schools actively promoting the program to their students has expanded each year since the inception of the program. Over 290 schools in 75 school districts are presenting the tipline to their students. Tipline materials or training have reached over 133,000 students, in public, charter and private schools.



**Tip Severity**- The tipline is saving student lives. While most tips are related to interpersonal conflicts within the school setting. A significant number (62) require urgent attention to address immediate safety concerns. Thankfully the highest level of severity is relatively infrequent, however 7 tips represented an imminent threat to a student's life and were immediately transferred to emergency services.

**Youth Suicide Prevention**- Approximately %5 of all tips received are related to concerns of youth suicide. Most tips are from students reporting concerns for a friend or peer. Students who contact the tipline to self-report

suicidal ideation (2) are immediately connected to professional support through the Idaho Crisis and Suicide Hotline.

A full report of the progress of the See Tell Now tipline and more information on how to participate is available on our website at <a href="https://schoolsafety.idaho.gov/see-tell-now/">https://schoolsafety.idaho.gov/see-tell-now/</a>

#### **SRO Support Position- In Process**

During the summer of 2021 a multi-agency working group was developed to investigation and mitigate weaknesses within the statewide deployment of School Resource Officers. A multi-strategy approach was adopted that included the following initiatives.

- 1. Statewide needs assessment
- Adoption of a common training standard (NASRO Certified, POST Certified)
- 3. Development of a job duties for a .5 FTE School Resource Officer Support (SROS) position that would include.
  - a. Coordination and identification of School Resource Officers and supporting agencies.
  - b. Serving as a statewide training coordinator to develop regionalized training opportunities targeting rural and remote districts.
  - c. Identify improvement opportunities and funding for increasing the effectiveness of School Resource Officers throughout the state.
- 4. Identification of existing funds and overhead support to support the SROS position.
- 5. Implement the contract to begin supporting SRO's

## Cooperating Agencies

Idaho Department of Juvenile Corrections

**Monty Prow** 

**Idaho Office of Drug Policy**Maryanne King

**Idaho Department of Education**Dr. Eric Studebaker

Idaho Association of School Resource Officers

Shawn Scott

Idaho Peace Officers Standards and Training

Leahann Romero

Office of the State Board of Education

Mike Munger

#### **Bipartisan Safer Communities Act Grants - Initial Development**

In 2022, following the school shooting at Robb Elementary in Uvalde, Texas, the United States Congress passed the Bipartisan Safer Communities Act (BSCA). This act appropriated funding to be disbursed to local educational agencies (LEAs) to support students and improve school safety and security. Idaho was allocated 4.8 million dollars toward this grant program.

The award process is required to be 1) directed to "high-need" schools and 2) awarded through a competitive application process.

The ISSSP has been working in conjunction with the Idaho Department of Education to develop the framework and the decision points that will be involved in the competitive grant application process.

Work is ongoing and the tentative application period for districts and charters will be in time for the 2023-2024 school year.

#### Clery Act Training and Support for Institutions of High Education- Ongoing

The Clery Act requires colleges and universities to report campus crime data, support victims of violence, notify students of crimes or dangerous situations on campus, and publicly outline the policies and procedures they have put into place to improve campus safety. The purpose of the Clery Act is to allow students and parents to make informed decisions relating to reported crimes on and around campuses.

The ISSSP hosts monthly calls to Clery coordinators at all institutions of higher education (IHEs) and has developed a statewide consortium to develop and refine best practices. This consortium provides a venue for questions, consultation, training and the opportunity to leverage the expertise of the group.

The program also hosts trainings from subject matter experts to help support IHE's as they work to improve the safety of their own campuses. To date, ISSSP has hosted 4 formal training opportunities with 2 more scheduled for the upcoming school year.

# SEE TELL NOW

2022 ANNUAL REPORT

Chris Thoms Program Coordinator

ATTACHMENT 2 Mike Munger, School Safety, January 19, 2023



## TRIAGE LEVELS

#### CRITICAL

Imminent threat of violence, self-harm, harm to others or criminal acts.

#### URGENT

Current or past incidents of violence, self-harm, or criminal acts with a significant potential for future reoccurrence. (Confirmed with the school)

#### STANDARD

Regular peer to peer conflicts, behavior issues or other concerns normally resolved at the school level. This includes interpersonal conflicts, concern for student food or clothing needs and other non-imminent concerns.

#### OTHER

Other information that doesn't meet the above criteria.

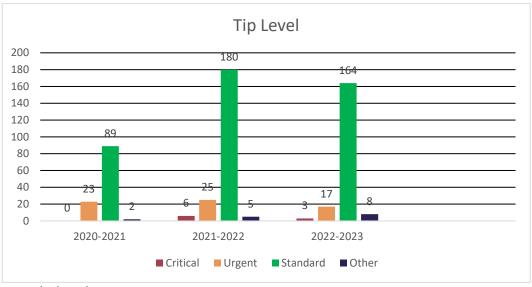


Fig. 01/11/2023/2022

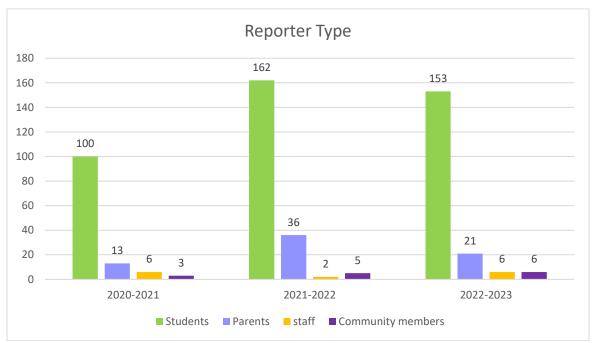


Fig. 2 11/2022

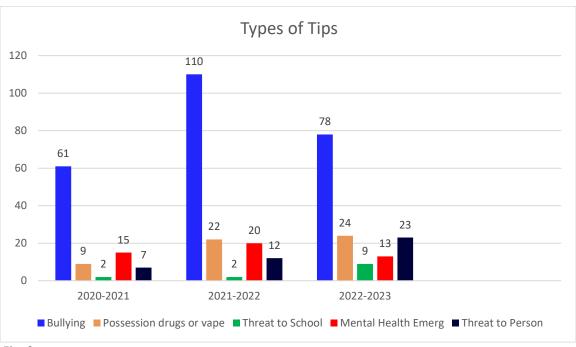


Fig. 3 11/2022

### CONCLUSION

While the totals for the 2022-2023 school year are not in yet, the See Tell Now program has shown growth in reaching out to the students. In the smaller school districts of Idaho, we can see significant community support and concerns regarding the safety of the schools. Out of all the statistics that are presented in this report, fig. 3 best represents the reality of daily life in participating schools. Bullying leads the tips by a large margin for the last three school years. However, mental health should not be passed over.

For the 2022-2023 school year there were two self-reported suicidal thoughts from students. These individuals related to the National Suicide Prevention Network where they received help. The See Tell Now program was the first step for students in crisis to receive the help that the needed.

The See Tell Now program is not a replacement for high-quality student rapport and relationships, but a bridge to students who may not feel connected to a caring adult.

Today, keeping students and staff safe is the highest priority of any school. So, if you **See** something **Tell** someone and do it **Now**. You never know whose life may be saved.



If there are any questions regarding this report or if you wish to have more information, please to not hesitate to contact me. I can be reached at 208-565-7603 or email chris.thoms@osbe.idaho,gov.

# AMENDED AGENDA #1 SENATE EDUCATION COMMITTEE 3:00 P.M.

### Room WW55 Monday, January 23, 2023

For members of the public to observe the meeting, please click on the following link: https://www.idahoptv.org/shows/idahoinsession/ww55/

SUBJECT	DESCRIPTION	PRESENTER
WELCOME:		Chairman Lent
PRESENTATION:	IDLA Launch Pad: Reading Intervention in Action	Jeff Simmons, Superintendent, Idaho Digital Learning Alliance
PRESENTATION:	IDLA Launch Pad: Reading Intervention in Action	Jolene Montoya, Director of Curriculum, Idaho Digital Learning Alliance
PRESENTATION:	A Report From the Classroom	Steven Thayn, Teacher, Emmett Middle School

#### If you have written testimony, please provide a copy to the committee secretary.

COMMITTEE MEMBERS COMMITTEE SECRETARY

Chairman LentSen HerndonLinette GranthamVice Chairman ToewsSen LenneyRoom: WW39Sen Den HartogSen Ward-EngelkingPhone: 332-1321

Sen Nichols Sen Semmelroth Email: sedu@senate.idaho.gov

Sen Carlson

### MINUTES SENATE EDUCATION COMMITTEE

DATE: Monday, January 23, 2023

**TIME:** 3:00 P.M.

PLACE: Room WW55

**MEMBERS** Chairman Lent, Vice Chairman Toews, Senators Nichols, Carlson, Herndon,

**PRESENT:** Lenney, Ward-Engelking, and Semmelroth

ABSENT/ Senator Den Hartog

**EXCUSED:** 

**NOTE:** The sign-in sheet, testimonies and other related materials will be retained with

the minutes in the committee's office until the end of the session and will then be

located on file with the minutes in the Legislative Services Library.

**CONVENED:** Chairman Lent convened the meeting of the Senate Education Committee

(Committee) at 3:04 p.m.

**WELCOME:** Chairman Lent welcomed the Committee, presenters and others present.

PRESENTATION: Idaho Digital Learning Alliance, Launch Pad: Reading Intervention in Action.

**Jeff Simmons**, Superintendent of IDLA, explained that IDLA was the state virtual school for Idaho and had provided services to public schools for 20 years. They worked in partnership with public schools and provided several classes throughout the year. The classes might be one not provided locally or a summer class to help students catch up. Their new program, Launch Pad, was available for kindergarten through fifth grade. Launch Pad provided smaller group instruction with more

individualized attention by certified teachers.

PRESENTATION: IDLA Launch Pad: Reading Intervention in Action. Jolene Montoya provided

additional information regarding Launch Pad. She explained that the students received up to five hours of instruction per week by a certified teacher. They used the iStation curriculum used across the state. That curriculum provided reports that assessed a student's individual needs. The rate of improvement for students using Launch Pad exceeded the national rate. To assess their program, they also compared the level of proficiency of their students to others statewide. Students who were behind in September caught up by December. One benefit of Launch Pad was that a student who was shy or unsure of their skills could provide a private answer in the chat room. In addition, it provided a quiet classroom environment.

Ms. Montoya stated that Launch Pad served 17 school districts and 700 students.

**Jeff Simmons** explained they hoped to expand their services to more school districts. In addition to their literacy intervention program, they were prepared to offer a math intervention program. Other areas of investment included credit recovery and workforce development. Credit recovery was designed for students who failed a class the first time. That program had experienced an 85 percent pass rate. The workforce development program helped students explore career opportunities and find a pathway to a career through a career technical education,

technical certificate, a registered apprenticeship, and more.

**DISCUSSION:** Chairman Lent inquired about IDLA's funding. Mr. Simmons explained that some

of their funding was included in the Department of Education's budget. In addition,

they charged a \$30 enrollment fee per student, per course.

Senator Nichols asked whether the reading program would be expanded into higher grades. Mr. Simmons responded that both the reading and math programs extended only through fifth grade. The credit recovery program was available to Junior and Senior high school students.

Chairman Lent asked whether IDLA served anyone outside of the public school system. Mr. Simmons explained that a student must be enrolled in at least 1 public school course in order to receive their services. This included private school students and homeschoolers.

PRESENTATION: A Report From the Classroom. Steven Thayn, teacher at Emmett Middle School, provided a report from the classroom. He discussed education standards, social and emotional learning, dealing with student discipline, challenges facing his students and math facts. **Mr. Thayn** expressed that positive teacher-student relationships were important to the emotional well being of students who may have difficult home environments or other factors affecting them. He stated that there was a growing number of students who were disruptive and did not want to learn. Students faced challenges with difficult home environments as well as addiction to the internet and their various devices which changes the way their brains work. As a result, many students had a difficult time focusing. Mr. Thayn stated that many of his students were not proficient in Math. He had success by helping students to acquire proficiency in stages. He first focused on addition, then subtraction before moving on to multiplication and division. In addition, he used a math program online that helps keep track of each student's progress. Their proficiency level was about 70 percent. Mr. Thayn noted that student discipline was less of a problem at the charter school he was also involved with. He felt this was the result of their zero tolerance policy. Mr. Thayn discussed the Advanced Opportunities Program. This program allocated \$4,125 to each student that could be used toward dual credits, career technical education, certificates, college or other paths toward a career. This allowed students to take ownership of their education and career. Finally, Mr. **Thayn** commented that he found standards very helpful. Incorporating them into his lesson plans helped him to focus his lessons.

#### DISCUSSION:

Senator Lenney questioned Mr. Thayn's statement that social emotional learning did not include critical race theory when that was included in the Department of Education and State Board of Education's curriculum and documents such as the guide to reopening schools. Mr. Thayn said that was simply his experience as a teacher.

Senator Ward-Engelking asked Mr. Thayn how he obtained teaching certification and whether he had taken any courses such as classroom management. Mr. **Thayn** explained that his school had a learning coach, but that he was very busy and not available as much to help coach. He did obtain an interim certificate.

Senator Carlson asked whether Mr. Thayn had any solutions for classroom management and use of screen time. **Mr. Thavn** shared that in his classroom. screen time was limited to certain programs. He felt that getting rid of mandatory attendance would help alleviate classroom management problems. Senator **Carlson** requested additional information about the Advanced Opportunities Program. Mr. Thayn explained that IDLA provided classes and the Advanced Opportunities Program provided funds for classes through IDLA or elsewhere.

Vice Chairman Toews asked whether the majority of students with discipline problems were male or female. Mr. Thayn responded that girls were less of a discipline problem.

Chairman Lent asked Mr. Thayn to speak about the relationship between standards and standardized testing. Mr. Thayn stated that the standardized tests helped him to know what standards he needed to focus on.

enough information about the program to students. He felt that some teachers and administrators were not informing a student who they did not think would be successful.

ADJOURNED: There being no further business at this time, Chairman Lent adjourned the meeting of the Committee at 4:08 p.m.

Senator Lent
Chair

Linette Grantham
Secretary

**Senator Nichols** asked why students were not participating in the Advanced Opportunities Program. **Mr. Thayn** opined that schools were not providing

Meg Lawless

**Assistant Secretary** 

## AMENDED AGENDA #1 SENATE EDUCATION COMMITTEE 3:00 P.M.

#### Room WW55 Tuesday, January 24, 2023

For members of the public to observe the meeting, please click on the following link: https://www.idahoptv.org/shows/idahoinsession/ww55/

SUBJECT	DESCRIPTION	PRESENTER
WELCOME:		Chairman Lent
PRESENTATION:	Introduce Western Interstate Commission for Higher Education	Demi Michelau, President, WICHE
PRESENTATION:	Education Week: 4-Year Universities	Matt Freeman, Executive Director, Idaho State Board of Education
PRESENTATION:	Education Week: 4-Year Universities	Kevin Satterlee, President, Idaho State University
PRESENTATION:	Education Week: 4-Year Universities	Dr. Marlene Tromp, President, Boise State University
PRESENTATION:	Education Week: 4-Year Universities	Dr. Cynthia Pemberton, President, Lewis-Clark State College
PRESENTATION:	Education Week: 4-Year Universities	C. Scott Green, President, University of Idaho
PRESENTATION:	Charter School Commission Report	Jenn Thompson, Director, Idaho Public Charter School Commission

#### If you have written testimony, please provide a copy to the committee secretary.

COMMITTEE MEMBERS COMMITTEE SECRETARY

Chairman LentSen HerndonLinette GranthamVice Chairman ToewsSen LenneyRoom: WW39Sen Den HartogSen Ward-EngelkingPhone: 332-1321

Sen Nichols Sen Semmelroth Email: sedu@senate.idaho.gov

Sen Carlson

### MINUTES SENATE EDUCATION COMMITTEE

**DATE:** Tuesday, January 24, 2023

**TIME:** 3:00 P.M.

PLACE: Room WW55

**MEMBERS** Chairman Lent, Vice Chairman Toews, Senators Den Hartog, Nichols, Carlson,

**PRESENT:** Herndon, Lenney, Ward-Engelking, and Semmelroth

ABSENT/ None

EXCUSED:

**NOTE:** The sign-in sheet, testimonies and other related materials will be retained with

the minutes in the committee's office until the end of the session and will then be

located on file with the minutes in the Legislative Services Library.

**CONVENED:** Chairman Lent called the Senate Education Committee (Committee) to order

at 3:00 p.m.

**WELCOME:** Chairman Lent welcomed all to the Committee meeting.

PRESENTATION: Introduce Western Interstate Commission for Higher Education: Demi

Michelau, President of the Western Interstate Commission for Higher Education (WICHE), presented an overview of the work that WICHE did, the history and mission of the organization, as well as relevant information and statistics that related to higher education in Idaho. Ms. Michelau highlighted their Student Access Programs, which offered reduced tuition for students residing in states in WICHE, and the benefits of these programs. Additionally, she detailed the policy analysis and research work that WICHE provided for legislators. This included the Legislative Advisory Committee, which was a network of state legislators across the west that could share and discuss research and policy ideas relating to higher education. Ms. Michelau also presented the Knocking on the College Door, which was a report with available information concerning high school graduation projections and data. She mentioned the main areas of focus in Idaho that WICHE

had been working on.

**DISCUSSION:** Senator Herndon asked for clarification on whether the declining number of

projected high school graduates was a result of declining birth rates. **Ms. Michelau** confirmed that the decline in high school graduates were a result of declining birth rates. **Vice Chairman Toews** wanted to confirm whether the amount the partner states paid was up to 150 percent of in-state tuition. **Ms. Michelau** confirmed that amount. **Vice Chairman Toews** then followed up by inquiring about what the amount would be for out-of-state. **Ms. Michelau** said that she did not have that

information as it varied state by state.

PRESENTATION: Education Week: 4-year Universities: The presidents of each of the major

four-year universities of Idaho presented an overview on their respective schools. Each president provided the Committee with an update on their school's performance based upon different metrics and discussed any new projects their school had been working on over the past year. The presenters included: Scott Green of the University of Idaho (U of I), Kevin Satterlee of Idaho State University (ISU), Dr. Marlene Tromp of Boise State University (BSU), and Dr. Cynthia Pemberton of Lewis-Clark State College (LCSC). Each of the speakers presented by order of availability and not necessarily by the order that appeared on the

agenda.

PRESENTATION: Education Week: 4-Year Universities: Dr. Cynthia Pemberton gave the presentation for the Idaho State Board of Education (ISBE) instead of Matt Freeman, who yielded his time to her. Dr. Pemberton explained to the Committee what the Presidents Leadership Council (PLC) of the ISBE was, and the group's mission for higher education. She detailed the work that the PLC did in order to better Idaho's four-year universities.

PRESENTATION: Education Week: 4-Year Universities: Scott Green, President, U of I, reported on some of the major accomplishments of the U of I within the last year. This included being named the number one best value of any public university in the west by U.S. News and World Report, beginning with the 4-H Learn Everywhere Program, and being awarded a \$55 million grant from the U.S. Department of Agriculture to fund climate-smart agricultural research. Additionally, Mr. Green highlighted the funding priorities for U of I for the upcoming year. This included improvements to the McCall Outdoor Science School, Meat Science Laboratory, and the Center for Plant and Soil Health, as well as the creation of a new building for the Reserve Officers Training Corps (ROTC) and military science programs. Lastly, he discussed some of the ways U of I collaborated with other four-year institutions across the State.

PRESENTATION: Education Week: 4-Year Universities: Kevin Satterlee, President, ISU, detailed some of the goals and accomplishments that ISU achieved over the past year. Mr. Satterlee proudly announced that ISU completed their institutional five-year plan in which they met five goals that were set before them. Mr. Satterlee also pointed out the growing student retention rate at ISU over the past few years due to institutional improvements in student experiences. Mr. Satterlee then emphasized the role of ISU in educating future health care professionals in the State of Idaho, as well as the importance of investing in the expansion of health care education facilities, in order to provide more health care workers.

PRESENTATION: Education Week: 4-Year Universities: Dr. Marlene Tromp, President, BSU, presented to the Committee the different manners in which BSU benefitted Idaho and its various communities. She mentioned the Community Impact Program (CIP), which served BSU students in rural communities, and the Veteran's Service Support Center, which benefited veteran students on campus. Dr. Tromp commented on the growing enrollment rates in spite of the COVID-19 pandemic and that BSU had the highest graduation numbers of all Idaho four-year institutions. She also highlighted the success of BSU alumni in the State of Idaho and reported that 45 percent of BSU graduates left school with no student loan debt.

PRESENTATION: Education Week: 4-Year Universities: Dr. Cynthia Pemberton, LCSC, described the many ways in which LCSC served the State of Idaho and its citizens. Dr. Pemberton emphasized how many of LCSC's students were low income, first generation, and/or non-traditional college students that needed some form of financial aid. Despite this, she mentioned that student retention at LCSC had increased over the past decade. She also mentioned how LCSC served incarcerated individuals through the prison education program. Lastly, she stressed to the Committee how LCSC had struggled with employee retention because of below-average salaries compared to other four-year institutions.

#### **DISCUSSION:**

Senator Herndon asked if Dr. Tromp or Mr. Green could explain their respective university's diversity, equity, and inclusion programs in relation to gender identity. **Dr. Tromp** stated that industry partners had explicitly requested that BSU prepare students for diverse workplace environments and that the programs had been a part of workforce development preparation. **Dr. Tromp** asked if Senator Herndon could clarify what was the gender identity portion of his question. **Senator Herndon** asked what BSU meant when the website noted it wanted to make students feel safe in relation to gender identity. **Dr. Tromp** responded by saying that gender identity was how an individual understood their own gender and what the social norms around gender were. She mentioned she would want every student to feel safe no matter their gender identity.

Mr. Green discussed how U of I's diversity and inclusion programs were reviewed by independent investigators and found that there were no indications of indoctrination from these programs and that the initiatives were appropriate and necessary for the success of the university. Additionally, Mr. Green mentioned how the investigations also found that high level diversity and inclusion staff at U of I were not funded with appropriated dollars.

Senator Ward-Engelking asked if any of the directors knew the monetary return on investment from Idaho universities. Dr. Pemberton informed the Committee that the State Board of Education estimated that the \$1.7 billion invested in 2019-2020 would see a return of \$8.1 billion into the Idaho economy over the course of the student's working lives. Senator Lenney asked for clarification on what the law firm that investigated U of I found, and if it was in fact in conflict with entrepreneurs that were raising concern with the diversity, equity, and inclusion programs. Mr. Green responded and confirmed the results of the investigation and that accusations of indoctrination were created by conflict entrepreneurs.

Chairman Lent asked what each president would like the Committee to focus on aside from anything financial. Mr. Satterlee emphasized the need for investment to grow enrollment capacities in Idaho universities in order to meet the needs of Idahoans across the State. Dr. Tromp wanted the members of the Committee to take away from the meeting that BSU created a tremendous impact on the State with their graduates and degree programs. Mr. Green highlighted that the way the State had defined in demand careers had a big effect on U of I and stressed the importance of growing the enrollment capacity for Science. Technology. Engineering and Math (STEM) programs. Dr. Pemberton implored the Committee to support Idaho citizens while remembering the benefits that higher education had in their own lives.

PRESENTATION: Charter School Commission Report. Jenn Thompson, Director, Idaho Public Charter School Commission (IPCSC), presented an overview of the IPCSC which included the mission, history, and statistics about charter schools in Idaho. She outlined the manner in which the IPCSC oversaw the performance of charter schools, which was on the basis of operational, financial, and academic outcomes.

#### **DISCUSSION:**

Senator Lenney inquired what Ms. Thompson's thoughts were on the possibility of religious or sectarian charter schools. **Ms. Thompson** responded that she could not speak to the IPCSC's opinion on that. However, she mentioned that she would recommend not to approve these schools based upon the law as it then stood.

#### ADJOURNED:

There being no further business at this time, Chairman Lent adjourned the meeting at 4:32 p.m.

Senator Lent	Linette Grantham
Chair	Secretary
	Tyler Allen
	Assistant Secretary

#### AGENDA

### SENATE EDUCATION COMMITTEE 3:00 P.M.

#### **Room WW55**

Wednesday, January 25, 2023

For members of the public to observe the meeting, please click on the following link: https://www.idahoptv.org/shows/idahoinsession/ww55/

SUBJECT	DESCRIPTION	PRESENTER
WELCOME:		Chairman Lent
PRESENTATION:	Idaho's Community Colleges	Greg South, Ph.D, Interim President, North Idaho College
PRESENTATION:	Idaho's Community Colleges	Rick Aman, President, College of Eastern Idaho
PRESENTATION:	Idaho's Community Colleges	Gordon Jones, President, College of Western Idaho
PRESENTATION:	Idaho's Community Colleges	Dean Fisher, President, College of Southern Idaho
RS 30025	Repeal Article IX Section 5 of the Constitution of the State of Idaho	Senator Lenney

#### If you have written testimony, please provide a copy to the committee secretary.

COMMITTEE MEMBERS COMMITTEE SECRETARY

Chairman LentSen HerndonLinette GranthamVice Chairman ToewsSen LenneyRoom: WW39Sen Den HartogSen Ward-EngelkingPhone: 332-1321

Sen Nichols Sen Semmelroth Email: sedu@senate.idaho.gov

Sen Carlson

### MINUTES SENATE EDUCATION COMMITTEE

**DATE:** Wednesday, January 25, 2023

TIME: 3:00 P.M.

PLACE: Room WW55

MEMBERS Chairman Lent, Vice Chairman Toews, Senators Nichols, Carlson, Herndon,

**PRESENT:** Lenney, Ward-Engelking, and Semmelroth

ABSENT/ None

EXCUSED:

**NOTE:** The sign-in sheet, testimonies and other related materials will be retained with

the minutes in the committee's office until the end of the session and will then be

located on file with the minutes in the Legislative Services Library.

**CONVENED:** Chairman Lent called the meeting of the Senate Education Committee

(Committee) to order at 3:03 p.m.

**WELCOME:** Chairman Lent welcomed all to the meeting.

**MOTION:** Senator Lenney moved to place RS 30093 on the agenda for Thursday,

January 25, 2023 for a print hearing. **Chairman Lent** seconded the motion. **Chairman Lent** stated, all in favor to revise the current agenda before the committee say "aye". The motion carried by **voice vote**. **\*See Note pg. 4** 

PRESENTATION: Idaho's Community Colleges. Rick Aman, President, College of Eastern

Idaho (CEI), noted all of the college presidents would provide an overview of the mission and the value proposition of community colleges in Idaho. He explained the presentation would highlight how the colleges prepared juniors to move into a university and how transfer credit worked, what career technical education was as an applied science, and workforce training as it was pertinent in business and industry. He noted each college had multiple missions but each college took on the complexion of the region they served. Mr. Aman talked about the workforce development component at CEI. He stated that the realm community colleges encompassed was that of access, affordability, nimbleness, flexibility, and responsibility. He remarked energy innovation and technology from Idaho National Lab (INL) was of great value. Broadband and the importance that fiber brought to the State was almost as powerful and important as electricity. The job of CEI was to work with the INL or other employers associated with the lab, and that included hospitals. This was essential to the mission of the college. The goal was to create a workforce in order to help employees obtain a family wage job. They not only served the students of the region, but the employers.

**Mr. Aman** remarked the purpose of the community colleges was to help retrain workers. The partnerships that CEI had working with businesses and industry made up one of the four key elements for a community college.

**Gordon Jones**, President, College of Western Idaho (CWI), talked about themes and access to the community colleges. Access was for any level of income for Idahoans and the ability to utilize what college best suited the individual. Community colleges offered affordability. The development of critical thinking and broad thinking was taught at all of the community colleges. The ability to earn credits allowed students who wanted to continue to pursue a four-year degree was made available at the community colleges with a greater level of affordability. Common Core curriculum of the same caliber offered at the community colleges was unique and enabled students to attain junior status at a fraction of the cost. A pathway was provided if a student had the work ethic and was able to be coached to have an academic transfer, which was more difficult for some of the other institutions to design.

**Mr. Jones** pointed out that dual credit was the vision of the State of Idaho to bring the ability for motivated or interested students and faculty at the secondary level to align curriculum to the college level classes, and taught that in the high school. This enabled students to simultaneously continue a high school education while receiving transferable credit at any of the Idaho institutions. Because of this, students were empowered to find ways to earn those kinds of credentials that allowed them to continue on and find a more affordable path to a four-year degree. Collectively, the community colleges were the largest segment of the providers of dual credit.

Greg South, President, College of North Idaho (CNI), reported the community colleges provided an affordable education, noting not everyone needed a bachelor's degree. He gave an overview of career and technical education provided by CNI. He stated non-tangible boots-on-the-ground skill sets could not be replicated, which was a key differentiator of a community college. He pointed out the industrial mechanic/millwright program offered at CNI had a starting pay at \$27 an hour. Within three years the pay increased from \$42 to \$45 an hour. The skills involved were welding, hydraulics, electricity rigging, pipe fitting, mechanical drives, and transmissions. CNI students received hands-on experience and were partnered with industry that provided training. The college worked with local businesses to train workers. About 90 percent of the partners hired CNI graduates immediately upon graduation in a technical field career. Nursing jobs had an approximate 100 percent placement upon graduation. Programs offered included cybersecurity, graphic design, and culinary arts.

Dean Fisher, President, College of Southern Idaho (CSI), remarked he wanted the Committee to think of the community colleges as the regional hubs for affordable education throughout the State. He stated the colleges were affordable, connected community colleges that were serving local employers. He stated there were technical advisory committees that informed the degree programs at the colleges. The community colleges listened to industry needs and deployed the solutions needed from the colleges. He noted several of the college presidents served on the Office of Aging, provided adult protective services, congregate meals, and services. Head Start services were also provided. Some had athletic programs connected to the community. He reiterated community colleges were the most affordable pathway for a student to become a junior working towards a bachelor's degree and the quickest, most local way for an individual to enter the workforce.

**Mr. Aman** informed the Committee that the total budget at CEI was \$21,000,600 with approximately \$6,000,000 that came from the General Fund. Because the facility was relatively new, there was not an Innovation Energy Technology Building. The college was working very hard to get funding. A survey was conducted that showed that almost 91 percent of students liked the experience at the college. The goal at CEI was to graduate students with a degree in associate of arts, associate of science, or an associate in applied science. Students were asked to have an experience with business and industry and to receive an industry-recognized certification (Attachment 1).

**Mr. Jones** noted individuals could step into an affordable program where they improved their lives and found economic and social mobility. He stated community colleges were front and center at delivering affordability and employability. He said 98 percent of CWI students were Idahoans. Individuals coming from secondary schools looked to post-secondary options with half attending community colleges. Affordability ranged from the \$3,300 for 24 credit hours. Return on investment was key when speaking about employability. He cited an example of a nurse, in two years or under, could be earning \$80,000 to \$90,000 a year with only an approximate investment of \$10,000 to \$12,000. He noted another example of a traveling nurse, that because of her CWA education, made \$240,000 a year. Academic transfers and dual credit were a substantial portion of offerings at CWI (Attachment 1).

**Mr. South** informed the Committee that the actual amount of the budget for CNI was from the General Fund. He noted tuition and fees had not increased in over five years.

**Mr. Fisher** remarked the community colleges were regional, affordable hubs of education disseminated through the State, serving local industry and the learners in each of the distinctive regions in distinctive ways. CSI and other community colleges had sustained good, healthy, positive enrollment trends.

**DISCUSSION:** 

**Vice Chairman Toews** asked the presenters about the transfer credits and what was the percentage of students who transferred to other colleges in Idaho. **Mr. Fisher** noted the top six transfer institutions were all Idaho colleges.

**Senator Den Hartog** asked what were the challenges in hiring staff to teach cybersecurity. **Mr. Aman** stated it was difficult to attract cybersecurity professionals. Adjunct faculty, who worked at INL, taught in the evenings or weekends. These were working practitioners. The Western Interstate Commission on Higher Education, of which he and Chairman Lent served as Commissioners, scheduled a tabletop training for the near future related to cybersecurity. He noted the two most important programs were cybersecurity and nursing.

**Mr. Jones** added CWI was to be accredited by the U. S. Department of Defense for certain cyber roles. This would unlock jobs for Idahoans to work in these high demand areas of cyber.

**Senator SemmeIroth** queried what was the plan to address the potential loss of accreditation at CNI. **Mr. South** replied it was very premature to speculate and inappropriate because the college was fully accredited. He noted he was aware of the issues and all were working together to overcome these governance issues.

**Senator Nichols** asked how CNI determined what was offered as a school, what were the top three things that attributed to lower tuition rates, and what was the percentage of completion for degrees in certifications programs. In response to this question, **Mr. Jones** stated he would answer the questions in reverse order. He noted there were over 90 programs and offerings and that each had a percentage completion rate. There was a 95 percent, not just completion, but job placement, among Heating, Ventilation, and Air Conditioning (HVAC), plumbing, and electrical.

**Mr. South** commented the average completion rate was 23 percent. However, that was deceptive at this level because that was not the only way to measure completion rates. Some students left after a year and entered the workforce without completing the program. Some of the workforce training did not involve obtaining a degree, but students completed set goals for themselves and this was not reflected in the 23 percent level.

**Mr. Fisher** commented tough decisions had to be made regarding class offerings. He explained programs that had a low enrollment and that were not yielding job placements were put on a warning status. Sometimes those programs had to be cut, which was not an easy decision. He noted keeping in touch by ongoing communications with the employers in the region made a lot of sense. At some point, improved resources had to help the college pay a more competitive wage for teachers. The graduation rate was 44 percent. Within 100 percent of the time, the graduation rate was at 31 percent. Two-thirds of the students received Pell Grants and often worked either a full-time or part-time job.

**Mr. Aman** stated that when it came to new programs the choice of scheduling classes was driven by business and industry. Business and industry requested training for students in advanced manufacturing, dental hygiene, and construction. The cost per credit was approximately \$140. Faculty taught 30 credits a year for nine months. There was a \$5,000 deficit in salaries. The Idaho State General Fund allocated monies to make up the difference. He explained students were able to get a job in plumbing because they did not have to be in training for two to five years. When a student achieved the status of a junior and transferred to a university, the community college had helped them achieve their goals. Most students who transferred to a college or university finished with a degree.

**Chairman Lent** thanked the college presidents for their presentations. He stated they were the future and the Committee appreciated all of their hard work.

#### ADJOURNED:

There being no further business at this time, **Chairman Lent** adjourned the meeting at 4:09 p.m.

\*Note: The motion made by the Senator from District 13 was out of order. RS 30093 was not in the possession of the committee or listed on the agenda as an action item. RS's are owned by the sponsor until they are listed on the agenda and introduced by the sponsor to the committee.

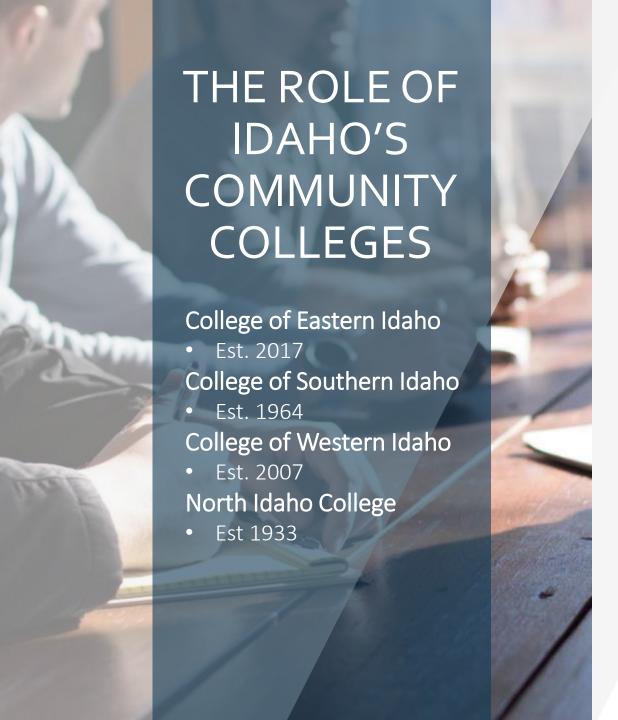
Pursuant to *Mason's Manual of Legislative Procedure* Section 761 subsection 8 which states: "It is not within the authority of a legislative body or its committees to proceed with consideration of a bill that is not in its possession."

Senator Lent	Linette Grantham
Chair	Secretary
	Linda Kambeitz
	Assistant Secretary









### **Multiple Missions**

- Workforce Education
- Transfer Education
- Dual Credit
- Career-Technical Education
- Community Connections



### **COLLEGE OF EASTERN IDAHO**



### 2023 Planned Budget

TOTAL:

\$21,611,019

GENERAL FUND APPROPRIATION:

\$6,082,400

### In-District Tuition & Fees

\$3,360

was the cost of in-district tuition and fees in FYI 2023 for students taking 24 credits.

#### **Tuition Trends**

FY 2020: **\$3,096** 

FY 2021: \$3,096

FY 2022: \$3,096

FY 2023: **\$3,360** 



### Enrollment - 2021 / 2022 Academic Year

TOTAL LEARNERS SERVED:

21,248

Academic Transfer: **1,235**Dual Credit: **1,318** 

Career & Technical: **672** 

Adult Education: **529** 

Workforce Development: 17,494





### COLLEGE OF WESTERN IDAHO



TOTAL:

\$79,307,000

GENERAL FUND APPROPRIATION:

\$19,095,000

### In-District Tuition & Fees

\$3,336

was the cost of in-district tuition and fees in FYI 2023 for students taking 24 credits.

#### **Tuition Trends**

FY 2020: **\$3,336** FY 2021: **\$3,336** 

FY 2022: \$3,336

FY 2023: **\$3,336** 



### Enrollment - 2021 / 2022 Academic Year

TOTAL LEARNERS SERVED:

30,210

Academic Transfer: **7,865**Dual Credit: **12,252** 

Career & Technical: 1,012

Adult Education: **3,197** 

Workforce Development: 5,884





### NORTH IDAHO COLLEGE



TOTAL:

\$51,780,088

**GENERAL FUND APPROPRIATION:** 

\$14,566,100

### In-District Tuition & Fees

\$3,396

was the cost of in-district tuition and fees in FYI 2023 for students taking 24 credits.

#### **Tuition Trends**

FY 2020: \$3,396

FY 2021: \$3,396

FY 2022: \$3,396

FY 2023: \$3,396



### Enrollment - 2021 / 2022 Academic Year

TOTAL LEARNERS SERVED:

11,071

Academic Transfer: 3,449 Dual Credit:

Career & Technical:

Workforce Training: 1,636

632

Adult Education/GED:

5,038

316



### COLLEGE OF SOUTHERN IDAHO



TOTAL:

\$55,550,000

GENERAL FUND APPROPRIATION:

\$17,146,200

### **In-District Tuition & Fees**

\$3,360

was the cost of in-district tuition and fees in FY 2023 for students taking 24 credits.

#### **Tuition Trends**

FY 2020: \$3,360 FY 2021: \$3,360

FY 2022: \$3,360

FY 2023: **\$3,360** 



### Enrollment - 2021 / 2022 Academic Year

TOTAL LEARNERS SERVED:

21,131

Academic Transfer: 4,380

Dual Credit: 8,866

Career & Technical: 1,140

Adult Education: **797** 

Workforce Development: **5,948** 







### AGENDA SENATE EDUCATION COMMITTEE 3:00 P.M.

#### Room WW55 Thursday, January 26, 2023

For members of the public to observe the meeting, please click on the following link: https://www.idahoptv.org/shows/idahoinsession/ww55/

SUBJECT	DESCRIPTION	PRESENTER
WELCOME:		Chairman Lent
PRESENTATION:	College Update	Dr. Tracy Farnsworth, President and CEO, Idaho College of Osteopathic Medicine

#### If you have written testimony, please provide a copy to the committee secretary.

COMMITTEE MEMBERS COMMITTEE SECRETARY

Chairman LentSen HerndonLinette GranthamVice Chairman ToewsSen LenneyRoom: WW39Sen Den HartogSen Ward-EngelkingPhone: 332-1321

Sen Nichols Sen Semmelroth Email: sedu@senate.idaho.gov

Sen Carlson

### MINUTES SENATE EDUCATION COMMITTEE

**DATE:** Thursday, January 26, 2023

**TIME:** 3:00 P.M.

PLACE: Room WW55

**MEMBERS** Chairman Lent, Vice Chairman Toews, Senators Den Hartog, Nichols, Carlson,

**PRESENT:** Herndon, Lenney, Ward-Engelking, and Semmelroth

ABSENT/ None

EXCUSED:

**NOTE:** The sign-in sheet, testimonies and other related materials will be retained with the

minutes in the Committee's office until the end of the session and will then be

located on file with the minutes in the Legislative Services Library.

**CONVENED:** Chairman Lent called the meeting of the Senate Education Committee (Committee)

to order at 3:00 p.m.

PRESENTATION: Idaho's First Medical School Update. Dr. Tracy J. Farnsworth, President and

Chief Executive Officer (CEO), Idaho College of Osteopathic Medicine (ICOM), provided the Committee with an update on the status of the ICOM. Dr. Farnsworth said the ICOM was announced in 2016 by former Governor Butch Otter as a public/private partnership with Idaho State University (ISU) to help address Idaho's physician shortage and connect rural Idaho with more primary care physicians. He noted the inspiration for ICOM was to address the ranking Idaho was given as last in the nation for number of active physicians per capita, 47th for resident physicians per capita, and 45th for primary care physicians. He said the need to address these shortages was urgent because the process of undergraduate education through residency was a commitment of at least 10 years, and it could take time to see returns. ICOM and its partners created the Mountain States Institute for Graduate Medical Education and Research, a 501(c)(3) tasked with the execution of a 10-year plan that would increase the presence of graduate medical personnel in Idaho to practice in the State. The biggest barrier that was identified was a lack of available residency slots available to graduates, which led to significant talent flight, where graduates left for other states to ply their trade in high-quality programs Idaho did not have yet.

ICOM created partnerships to offer joint Master of Science in Health Informatics (MHSI), Master of Public Health (MPH), and Master of Healthcare Administration (MHA) programs. ICOM had been in high-demand, as the school received over 3,000 applications each year with only 162 slots available per class. In its six-year history, ICOM graduates performed better than the national average in pass rate for their first national board exams. It costs roughly \$150,000 per student per year to train. Because of those costs, ICOM was appreciative for all the financial support the State offered, covering between \$40,000 and \$60,000 of those costs. ICOM partnered with Blue Cross of Idaho to start the Primary Care Initiative, which focused efforts on raising funds for medical student scholarships and tuition loan repayment for physicians that chose to practice in Idaho after graduation. Most of those students finished their education having accrued between \$200,000 and \$300,000 in tuition debt (Attachment 1).

#### DISCUSSION:

**Senator Ward-Engelking** asked Dr. Farnsworth what duration of rural practice was required to earn tuition repayment. **Dr. Farnsworth** clarified for the Senator that the program she was referring to was the Washington, Wyoming, Alaska, Montana, Idaho (WWAMI) administered by the University of Washington, where students could get tuition repayment if they chose to work in Idaho after graduation. He said the ICOM welcomed supplemental financial support from the State to implement a program like that for the practice of osteopathic medicine.

**Senator Ward-Engelking** asked which problem: residency slots, hospital capacity, or fundraising was the greatest concern. **Dr. Farnsworth** replied, "all of the above," because the programs were very costly to administer and many hospitals had struggled.

Senator Herndon asked if the annual cost to train a physician was less in Idaho compared to the rest of the country. Dr. Farnsworth was uncertain how Idaho compared to other states, but he could confirm in Idaho, and nationally, the cost was between \$150,000 and \$160,000 per resident per year to train. He continued to say that, through Medicare and Medicaid, some of that cost was covered, in addition to State and private dollars. Senator Herndon asked what the average, expected salary was for recent graduates during their first five years of practice. Dr. Farnsworth speculated the average salary was between \$175,000 and \$185,000, but continued to say those who completed surgical or specialized programs could see salaries two to three times greater, which created a shortfall in the number of primary care physicians, the ones that had been best-equipped to handle at least 80 percent of health needs for Idahoans.

**Senator Nichols** asked about the ICOM's recruiting practices and what their application process looked like. **Dr. Farnsworth** said ICOM would get around 2,500 applications per class, with 800 to 900 of those selected for interviews before a decision was made on who would fill the 162 available slots.

#### **ADJOURNED:**

There being no further business at this time, **Chairman Lent** adjourned the meeting at 3:28 p.m.

Senator Lent	Linette Grantham
Chair	Secretary
	Kieran Sprague
	Assistant Secretary





Dr. Tracy J. Farnsworth
President & CEO

January 26, 2023

House and Senate Education Committees

ATTACHMENT 1, Dr. Tracy J. Farnsworth, ICOM, January 26, 2023

# An Update on Idaho's First Medical School

## Why ICOM?

- ICOM was announced on February 25, 2016 by former Governor C.L. "Butch" Otter.
- ICOM was created in response to the acute and growing physician shortage in Idaho and the Mountain West region.
- ICOM has an intended focus on primary care in rural Idaho and beyond.

### Idaho Needs More Doctors

50th
ACTIVE PHYSICIANS
Per Capita\*





Source: AAMC 2021 Workforce Study

### Idaho Needs More Doctors



Rural Idaho faces a chronic physician shortage (35 out of 44 counties)+



Delayed/unmet care results in sicker populations & higher long-term costs\*\*



Poor access to primary care physicians results in delayed/unmet care\*\*



Economic impact of one physician generates approximately \$1.9M+



30.4% of current physicians are over the age of 60\*



Idaho's population is at 1.9M -- a 2.9% increase from 2020 to 2021

<sup>\*\*</sup> American Journal of Public Health

# It Takes Time to Grow the Physician Workforce



### College Degree

(pre-medical training)



### **Medical School**

(4 years total: 2 years pre-clinical & 2 years clinical)



### Residency/Fellowship

(3-7 years, depending on the specialty)



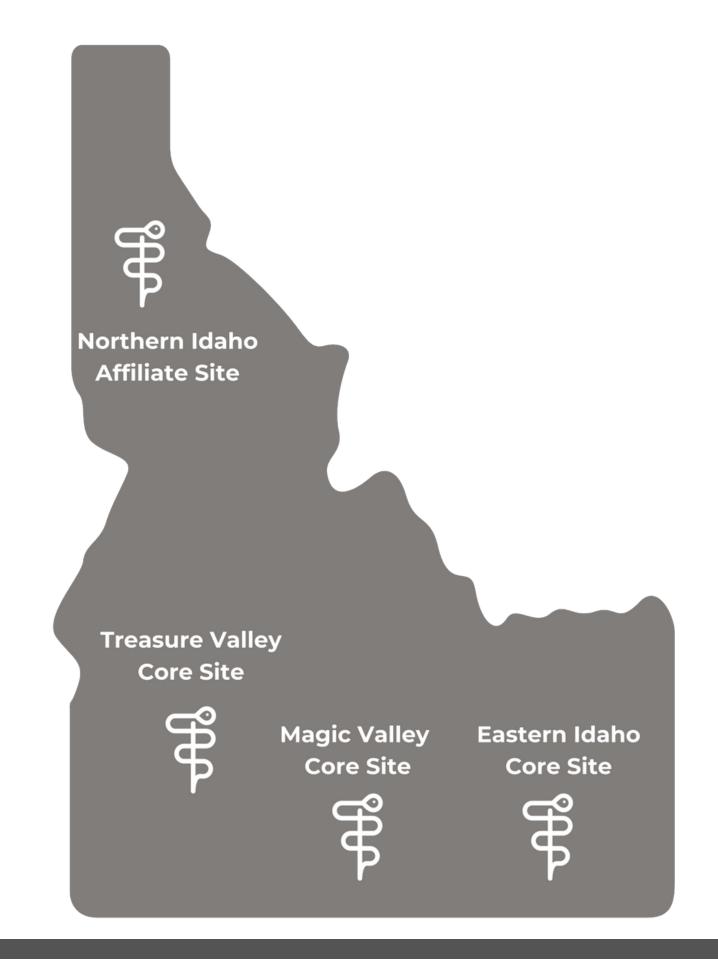
## Clinical Sites in Idaho

**Treasure Valley Core Site** 

**Magic Valley Core Site** 

**Eastern Idaho Core Site** 

Northern Idaho Affiliate Site



## Clinical Placements

137 students completing rotations in Idaho.

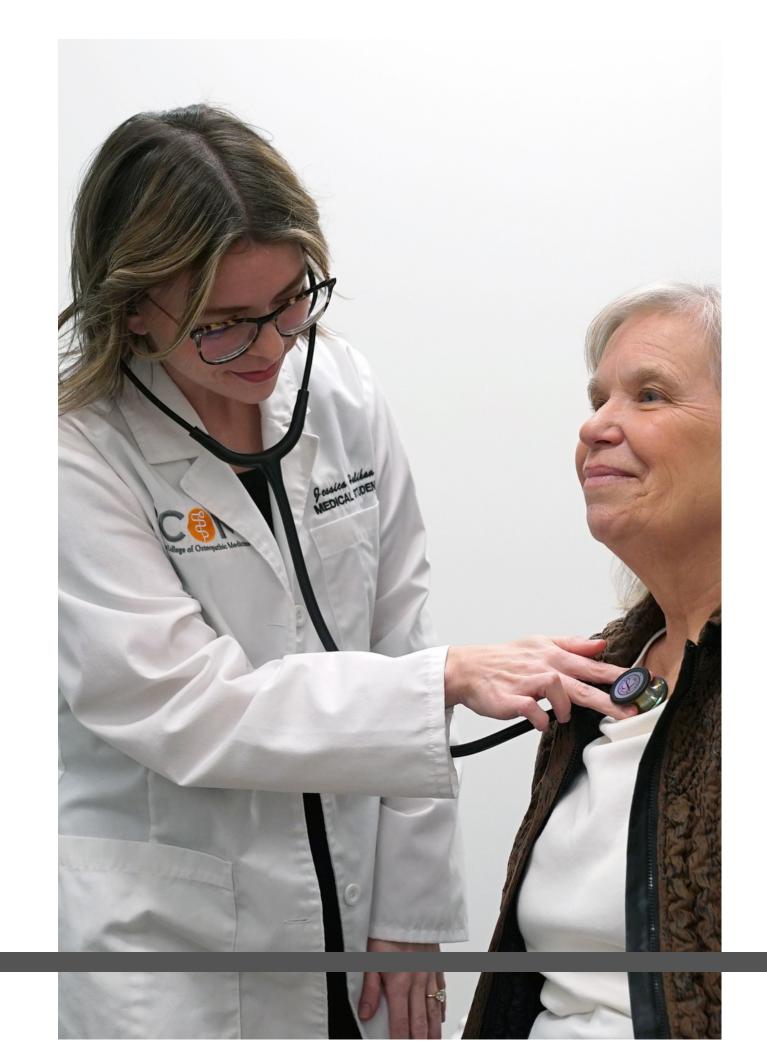
65 students completing rotations in Montana, Wyoming, North Dakota and South Dakota.

**50** students completing rotations outside of ICOM's 5-state region.



# Graduate Medical Education (GME)

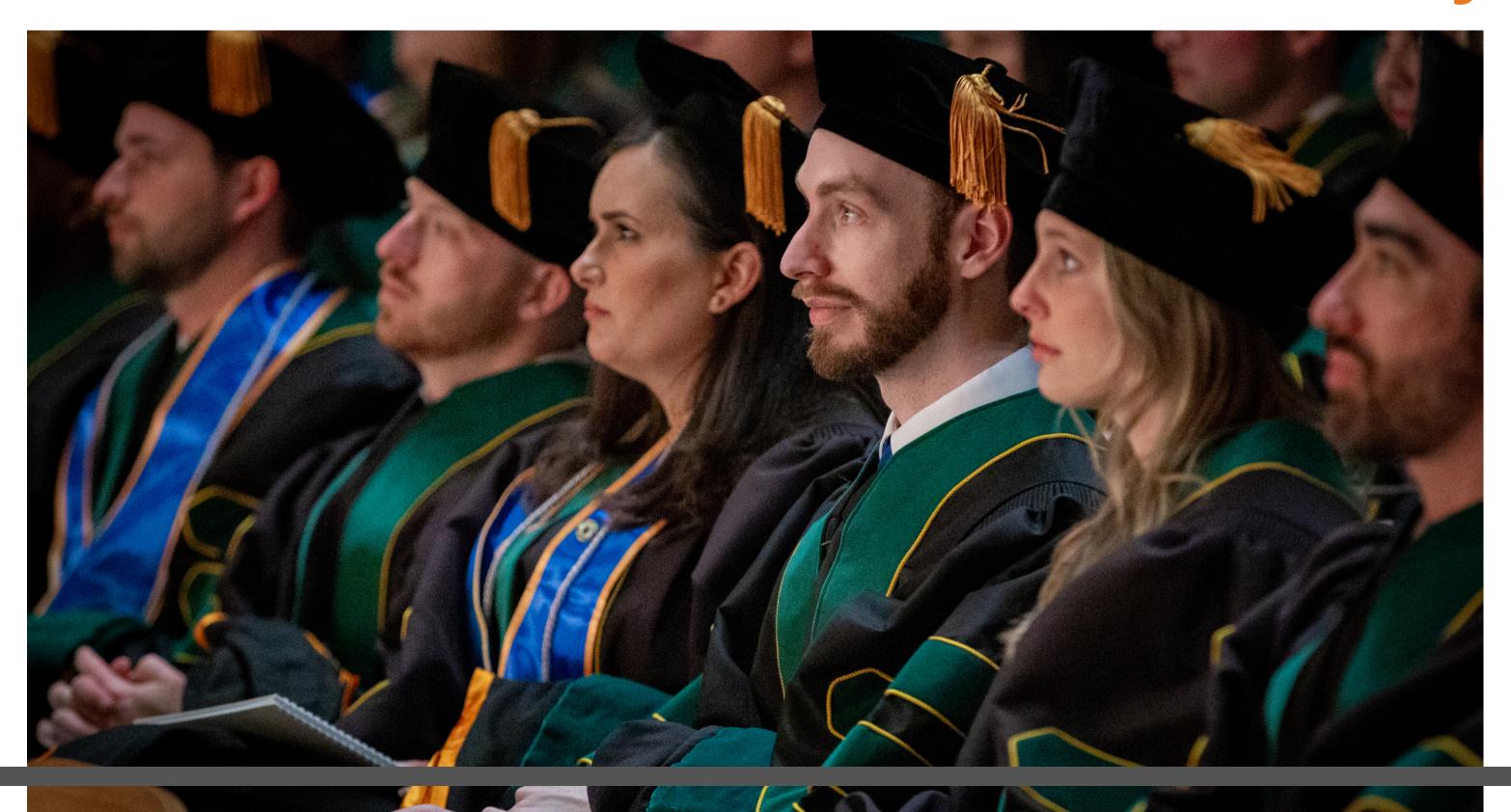
- Created ICOM Office of GME/CME
- Launched the Mountain States Institute for Graduate Medical Education
- Seek and provide funding for partner GME institutions





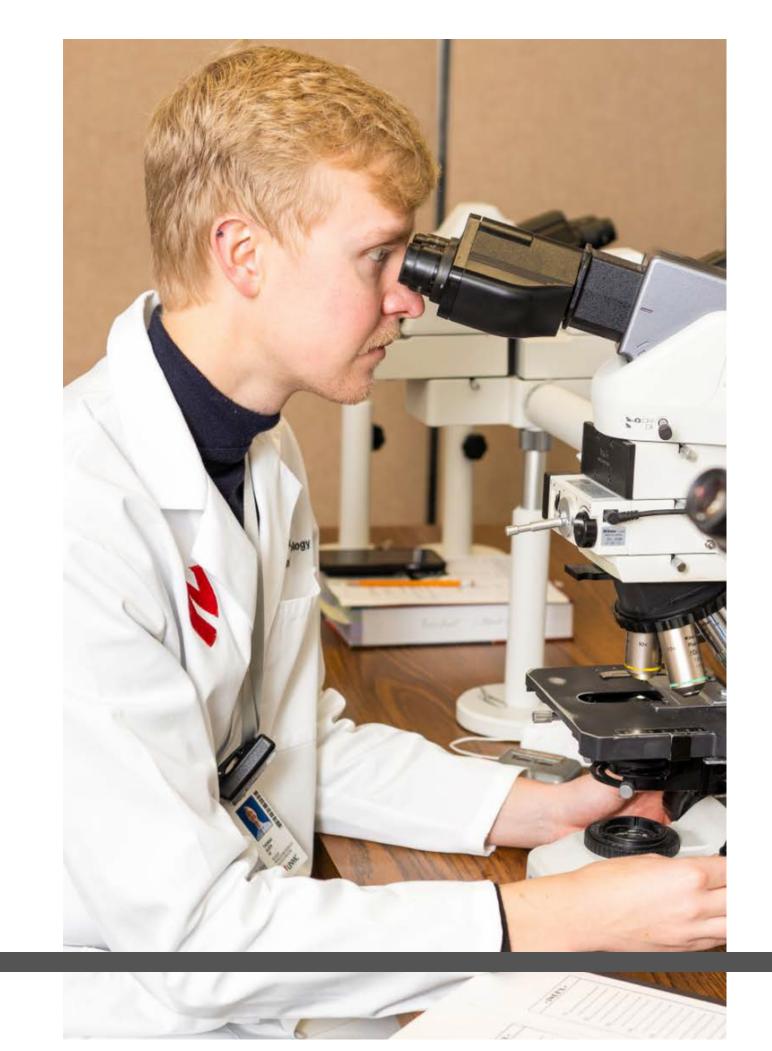
- A 501-c-3, non-profit foundation
- Joint partnership between ICOM and Saint Alphonsus
- MSI seeks to provide funding for partner GME institutions
- The goal is to increase residency positions in Idaho

# After Graduation, on to Residency



# 100% of ICOM Graduates Placed into Residency

- Idaho is 47th in the nation for resident physicians per capita
- Only 8 of 145 graduates placed in Idaho
- Need to grow Residency positions in Idaho



# ICOM & Idaho State University

### PUBLIC/PRIVATE PARTNERSHIP

ICOM located on ISU-Meridian Campus
ISU President Kevin Satterlee serves on ICOM Board
ISU VP of Health Sciences Rex Force serves on ICOM Board
Treasure Valley Anatomy & Physiology Lab (TVAPL)
Interprofessional Education
Research Collaboratives
DO/MHA/MPH/MSHI Degree Options

# Idaho College of Osteopathic Medicine



### Student Profile

### NUMBER FROM IDAHO

**106** (16.4%) students are from Idaho

### NUMBER FROM REGION

158 (24.4%)
students are
from ICOM's
five-state region

### RECRUITMENT OUTLOOK

- 3,870 Designations
- 2,434 Applications
- 341 Interviews
   conducted, as of
   1/13/2023

# ARTICULATION AGREEMENTS

- Idaho State
- Boise State
- College of Idaho
- Lewis & Clark State
- NorthwestNazarene
- BYU-Idaho

45 States Represented and MCAT 65.7 Percentile

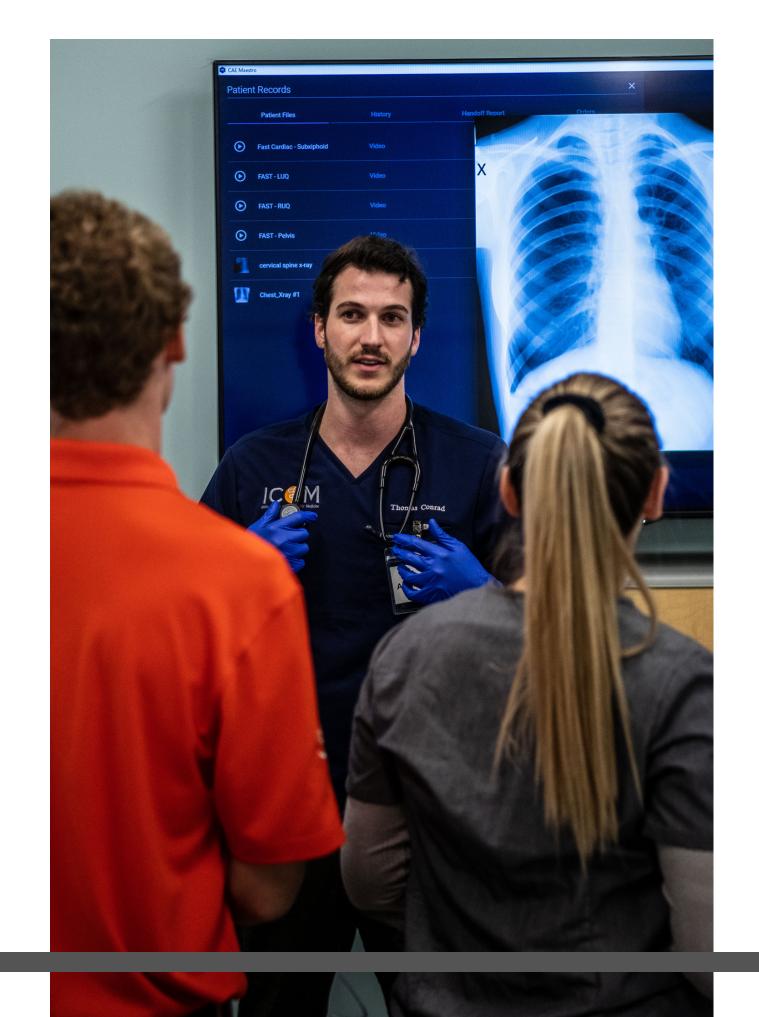
# ICOM's Class of 2023



# Academic Performance

ICOM earned a 93.2% first-time pass rate on COMLEX Level 1 and a 95.2% first-time pass rate for COMLEX Level 2. Both scores are above the national average.

As of January 13, 2023, ICOM maintained a 95.1% student retention rate.



# Residency Placement

ICOM's inaugural class of osteopathic medical students (145) participated in the GME residency match during the 2021-22 academic year.

Every member of ICOM's Class of 2022 was successfully placed in a residency program.

- 12 remain in ICOM's target region (8 in Idaho)
- 33 are in family medicine residencies
- 55% of the class are in a primary care specialty



## How Do We Grow the Physician Workforce?

- Significantly expand state funding for the development and support of new residency programs.
- Offer tuition support to Idahoans attending ICOM, on par with University of Washington's WWAMI Program. ICOM currently has 106 students from Idaho.
- Support The Idaho Primary Care Initiative (PCI).



More doctors for our communities.

- A 501-c-3, non-profit foundation
- Joint partnership between ICOM and Blue Cross of Idaho
- PCI offers scholarships for medical students and loan repayment for physicians
- The goal is to attract primary care physicians to rural Idaho





Thank you!

**Questions?** 

## An Update on Idaho's First Medical School

## AGENDA

## **SENATE EDUCATION COMMITTEE**

## 3:00 P.M. Room WW55

Monday, January 30, 2023

For members of the public to observe the meeting, please click on the following link: https://www.idahoptv.org/shows/idahoinsession/ww55/

SUBJECT	DESCRIPTION	PRESENTER
WELCOME:		Chairman Lent, Senate Education Committee
PRESENTATION:	Education Excellence Presentation: The good things happening in Council School District.	Clete Edmunson, Superintendent/Principal, Council School District
PRESENTATION:	What the Idaho Association of Colleges of Teacher Education (IACTE) does.	Lori Sanchez, Ph.D., M.Ed., Dean, College of Education, Professor of Education
RS 30025	Repeal Article IX Section 5 of the Constitution of the State of Idaho (aka The Blaine Amendment).	Senator Lenney, Education Committee Member

## If you have written testimony, please provide a copy to the committee secretary.

COMMITTEE MEMBERS COMMITTEE SECRETARY

Chairman LentSen HerndonLinette GranthamVice Chairman ToewsSen LenneyRoom: WW39Sen Den HartogSen Ward-EngelkingPhone: 332-1321

Sen Nichols Sen Semmelroth Email: sedu@senate.idaho.gov

Sen Carlson

DATE: Monday, January 30, 2023

TIME: 3:00 P.M.

PLACE: Room WW55

**MEMBERS** Chairman Lent, Vice Chairman Toews, Senators Den Hartog, Nichols, Carlson,

PRESENT: Herndon, Lenney, Ward-Engelking, and Semmelroth

ABSENT/ None

**EXCUSED:** 

NOTE: The sign-in sheet, testimonies and other related materials will be retained with

the minutes in the committee's office until the end of the session and will then be

located on file with the minutes in the Legislative Services Library.

Chairman Lent called the Senate Education Committee (Committee) to order CONVENED:

at 3:01 p.m.

**WELCOME: Chairman Lent** welcomed all to the Committee meeting.

PRESENTATION: Education Excellence Presentation: The good things happening in Council

School District. Clete Edmunson, Superintendent of the Council School District, and Council High School Principal, gave a presentation on the successful turnaround of Idaho Standards Achievement Test (ISAT) scores in the Council School District. He stated the prioritization of math and reading in elementary schools was an example of the successful path that the Council School District has taken since the great recession. He also mentioned the increase in Preliminary

Standards Achievement Test (PSAT) scores as an indicator of progress.

Senator Lenney asked Mr. Edmundson about one piece of advice that he would DISCUSSION:

> offer to other school districts around the State. He answered that having a shared vision from everyone involved in the education sphere had been critical to Council's

success, and that having a common goal in place was very powerful.

Senator Nichols asked about the success of the Career and Technical Education (CTE) program in Council and how many students were involved in the program. Mr. Edmundson noted he could not provide an official figure, but stated the CTE programs were very popular. This program used various incentives for students involved with CTE in order to attract and keep needed workers.

Senator Herndon asked if there were any changes of the membership of the Council School District or in the district curriculum that contributed to the increase in test scores. Mr. Edmunson commented that there was one change on the school board, but maintained that IStation and PSAT testing were the biggest contributing factors.

Senator Den Hartog asked what was the biggest roadblock to increasing the test scores of the students. Mr. Edmundson responded that administering the tests was the hardest part of the improvement.

PRESENTATION: What the Idaho Association of Colleges of Teacher Education (IACTE) does.

Lori Sanchez, IACTE, explained the Educator Preparation Program (EPP), helped prepare teachers for the teaching profession in Idaho. She also provided statistics and information about IACTE's efforts and encouraged the Committee to contact

IACTE representatives to maintain a positive relationship.

DISCUSSION: Senator Den Hartog asked those presenting how many of the teachers involved with IACTE were from Idaho. Dr. James Satterfield, Jr., Dean of the College of Education, Boise State University (BSU), noted he did not have the statistics before him, but assured the Committee that IACTE would take care of and promote Idaho teachers in IACTE. Senator Nichols asked about the EPP enforcement costs. Ms. Sanchez responded there was no cost to implement the framework of the EPP. Chairman Lent asked for a brief history of the background of Charlotte Danielson, who was one of the most well-known educators in the country and responsible for drafting an education blueprint that many states followed. Tracy Bent, Chief Planning and Policy Officer, State Board of Education, explained that Mrs. Danielson's blueprint was adopted for statewide administrative rules. RS 30025 Repeal Article IX Section 5 of the Constitution of the State of Idaho (aka The Blaine Amendment). Senator Lenney stated RS 30025 repealed Article IX Section 5 of the Constitution of the State of Idaho, also known as the Blaine Amendment. MOTION: Senator Herndon moved to send RS 30025 to print. Senator Den Hartog seconded the motion. The motion carried by voice vote. ADJOURNED: There being no further business at this time, Chairman Lent adjourned the meeting at 3:10 p.m. Senator Lent Linette Grantham Secretary Chair James Nelson **Assistant Secretary** 

## AGENDA SENATE EDUCATION COMMITTEE 3:00 P.M.

## Room WW55 Tuesday, January 31, 2023

For members of the public to observe the meeting, please click on the following link: https://www.idahoptv.org/shows/idahoinsession/ww55/

SUBJECT	DESCRIPTION	PRESENTER
WELCOME:		Chairman Lent
RS 30093	Freedom in Education Savings Accounts (FIE)	Senator Nichols

## If you have written testimony, please provide a copy to the committee secretary.

COMMITTEE MEMBERS COMMITTEE SECRETARY

Chairman LentSen HerndonLinette GranthamVice Chairman ToewsSen LenneyRoom: WW39Sen Den HartogSen Ward-EngelkingPhone: 332-1321

Sen Nichols Sen Semmelroth Email: sedu@senate.idaho.gov

Sen Carlson

**DATE:** Tuesday, January 31, 2023

**TIME:** 3:00 P.M.

PLACE: Room WW55

**MEMBERS** Chairman Lent, Vice Chairman Toews, Senators Den Hartog, Nichols, Carlson,

**PRESENT:** Herndon, Lenney, Ward-Engelking, and Semmelroth

ABSENT/ None

EXCUSED:

**NOTE:** The sign-in sheet, testimonies and other related materials will be retained with

the minutes in the committee's office until the end of the session and will then be

located on file with the minutes in the Legislative Services Library.

**CONVENED:** Chairman Lent called the Senate Education Committee (Committee) to order

at 3:00 p.m.

**WELCOME:** Chairman Lent welcomed the visitors that were in attendance.

RS 30093 Freedom in Education Savings Accounts (FIESA). Senator Nichols presented

RS 30093. If enacted, this bill, known as the "Freedom in Education Savings Accounts" (FIESA), would create savings accounts for Idaho families with K-12 age children. The act would allow dollars to follow students so parents could access the education services and environments that worked best for their children. Eighty percent of the "most current available statewide average general maintenance and operations fund expenditures per full term average daily attendance as calculated by the department" or approximately \$5,950 would be available to eligible students, based on 2020-2021 State Department of Education financial summaries. A student who participated in the program must have been a resident of Idaho who was eligible to enroll in a public school for any grades K-12. Parents would be able to access and spend these funds on behalf of their child for approved educational expenses through an online platform. A "Parent Review Commission" was established to provide recommendations to the department about how to implement, administer and improve the program. The program would come into effect on and after July 1, 2023.

This legislation would introduce a universal educational savings account (ESA) for Idaho families, which would give them more control over their child's education. **Senator Nichols** pointed out how Idaho already had limited school choice, but stated that this system was not sufficient. She cited issues like declining test scores, overcrowding of classrooms, curriculum issues, teacher wages, and staff shortages as evidence for how the current education system had been frustrating Idaho families and educational staff. She mentioned how this potential legislation was modeled after Arizona's ESA system and that 26 States across the union had

already introduced ESA bills in their statehouses.

MOTION: Vice Chairman Toews moved to send RS 30093 to print. Senator Herndon

seconded the motion. The motion carried by **voice vote**.

**ADJOURNED:** There being no further business at this time, **Chairman Lent** adjourned the meeting

at 3:07 p.m.

Senator Lent	 Linette Grantham
Chair	Secretary
	Tyler Allen Assistant Secretary

## AGENDA SENATE EDUCATION COMMITTEE 3:00 P.M.

## Room WW55 Wednesday, February 01, 2023

For members of the public to observe the meeting, please click on the following link: https://www.idahoptv.org/shows/idahoinsession/ww55/

SUBJECT	DESCRIPTION	PRESENTER
WELCOME:		Chairman Lent
PRESENTATION:	Budget Goals and Vision	Debbie Critchfield, Superintendent of Public Instruction, State Department of Education
RS 30092	Charter School Credit Enhancement	Senator Den Hartog
RS 30094	Charter School Revolving Loan Funding	Senator Den Hartog

## If you have written testimony, please provide a copy to the committee secretary.

COMMITTEE MEMBERS COMMITTEE SECRETARY

Chairman LentSen HerndonLinette GranthamVice Chairman ToewsSen LenneyRoom: WW39Sen Den HartogSen Ward-EngelkingPhone: 332-1321

Sen Nichols Sen Semmelroth Email: sedu@senate.idaho.gov

Sen Carlson

**DATE:** Wednesday, February 01, 2023

**TIME:** 3:00 P.M.

PLACE: Room WW55

**MEMBERS** Chairman Lent, Vice Chairman Toews, Senators Den Hartog, Nichols, Herndon,

**PRESENT:** Lenney, Ward-Engelking, and Semmelroth

ABSENT/ Senator Carlson

EXCUSED:

**NOTE:** The sign-in sheet, testimonies and other related materials will be retained with

the minutes in the committee's office until the end of the session and will then be

located on file with the minutes in the Legislative Services Library.

**CONVENED:** Chairman Lent called the Senate Education Committee (Committee) to order at

3:05 p.m.

**WELCOME:** Chairman Lent welcomed the guests that were in attendance.

PRESENTATION: Budget Goals and Vision. Debbie Critchfield, Superintendent of Public

Instruction, State Department of Education (SDE), presented an overview of the budget goals for the SDE and what some of the funding priorities should be for education in the state of Idaho. She specifically highlighted how career technical programs in Idaho high schools were funded by both the state government and the federal government through the Carl Perkins Fund. She pointed out that there were around 20 school districts that did not apply for federal funding, mainly because the application process was long and typically did not produce a substantial enough return for the school. Many of these districts were in rural areas. She emphasized the importance of working together with local industries for career technical programs so students right out of high school could have the opportunity to get a good paying job in their community. **Ms. Critchfield** mentioned how increased funding for career technical programs in secondary education could benefit students across Idaho and provided some anecdotes of students that benefited from their own experience with career technical education.

**DISCUSSION:** 

Chairman Lent requested that the members of the committee share their own experiences of career technical education with Ms. Critchfield in addition to any questions they might have for her. Senator Herndon discussed why he believes career technical education is so important especially for the members of his district where there was a high demand for technical service jobs. Senator Nichols told the committee about her children's experience with career technical education and how it has benefited their lives. She highlighted the need for manufacturing and trade jobs in her district and endorsed greater support for career technical education as an alternative to a four year university program. Ms. Critchfield commented on how Idaho colleges were becoming more responsive to high school career technical education programs and were working with students in these programs.

**Senator Den Hartog** shared how a school in her district was beginning to partner with a Boise welding business which gave students career technical education. She mentioned how local businesses were asking for more partnerships with local school districts and threw her support behind removing barriers for school districts to partner with these companies. **Senator SemmeIroth** asked Ms. Critchfield if there were any other examples of successful school partnerships with local businesses. **Ms. Critchfield** explained that she did not have anymore examples

to share. **Senator SemmeIroth** inquired what legislators could do to support the career technical education partnerships between schools and businesses. **Ms. Critchfield** responded that legislators could create and vote on budgets as well as work together with constituents to agree upon which academic pathways they want to see enacted.

RS 30092 Charter School Credit Enhancement. Senator Den Hartog presented RS 30092

which would increase the cap for the credit enhancement tool that had been used to finance public charter schools in Idaho. She claimed that this proposed legislation would allow more public charter schools to participate in this tool and save Idaho

taxpayer dollars.

MOTION: Vice Chairman Toews moved to send RS 30092 to print. Senator Nichols

seconded the motion. The motion carried by voice vote.

RS 30094 Charter School Revolving Loan Funding. Senator Den Hartog provided an

overview of **RS 30094** which would establish a Revolving Loan Fund for qualified public charter schools. This fund would provide down payments for loans on facilities that public charter schools need to start up. The proposed legislation would

require a one time expenditure of \$50 million dollar from the general fund.

**DISCUSSION:** Senator Herndon asked whether Senator Den Hartog foresaw a potential future

increase in demand on the Revolving Loan Fund so that the legislature would need to appropriate more money for the program in the future. **Senator Den Hartog** responded by saying that it might be a possibility depending on future demand but mentioned that there would be narrow eligibility requirements for schools who

wanted to take advantage of this fund.

MOTION: Senator Herndon moved to send RS 30094 to print. Senator Nichols seconded

the motion. The motion carried by voice vote.

ADJOURNED: There being no further business at this time, Chairman Lent adjourned the meeting

at 3:50 p.m.

Senator Lent	Linette Grantham
Chair	Secretary
	Tyler Allen
	Assistant Secretary

## AGENDA SENATE EDUCATION COMMITTEE 3:00 P.M.

## Room WW55 Monday, February 06, 2023

For members of the public to observe the meeting, please click on the following link: https://www.idahoptv.org/shows/idahoinsession/ww55/

SUBJECT	DESCRIPTION	PRESENTER
GUBERNATORIAL REAPPOINTMENT:	Public Charter School Commission	Alan Reed
PRESENTATION:	Redefining Success with at-risk youth	Monica White, CEO, Elevate Academy
PRESENTATION:	Overview of Public Radio	Tom Michael, General Manager, Boise State Public Radio

## If you have written testimony, please provide a copy to the committee secretary.

COMMITTEE MEMBERS COMMITTEE SECRETARY

Chairman LentSen HerndonLinette GranthamVice Chairman ToewsSen LenneyRoom: WW39Sen Den HartogSen Ward-EngelkingPhone: 332-1321

Sen Nichols Sen Semmelroth Email: sedu@senate.idaho.gov

Sen Carlson

DATE: Monday, February 06, 2023

TIME: 3:00 P.M. PLACE: Room WW55

**MEMBERS** Chairman Lent, Vice Chairman Toews, Senators Den Hartog, Nichols, Carlson,

PRESENT: Herndon, Lenney, Ward-Engelking, and Semmelroth

ABSENT/ None

**EXCUSED:** 

NOTE: The sign-in sheet, testimonies and other related materials will be retained with

the minutes in the committee's office until the end of the session and will then be

located on file with the minutes in the Legislative Services Library.

CONVENED: Chairman Lent called the meeting of the Senate Education Committee

(Committee) to order at 3:08 p.m.

GUBERNATORIAL

Committee Consideration of the Gubernatorial of Alan Reed, Public REAPPOINTMENT: Charter School Commission (Commission), of Idaho Falls, Idaho, for a term commencing May 12, 2023 and expiring May 12, 2026. Mr. Reed gave a brief overview of his background. He outlined some of the goals of the Commission and some of the challenges that the Commission was facing. Mr. Reed emphasized the need to raise the education standards for Idaho schools and continually look for new ways to help schools so that they were meeting

student's needs.

DISCUSSION: Senator Den Hartog asked Mr. Reed how he viewed the role of the Commission

both in regulatory and supportive capacity. Mr. Reed explained that the Commission had always maintained regulatory responsibilities but as time went on and staffing increased, the Commission was able to develop more of a supportive role to charter schools. He stated that the Commission needed to

maintain a balance between these two roles going forward.

Senator Lenney questioned why a charter school in Nampa, Idaho, was closed the year prior. Mr. Reed pointed out the school was closed because the school board was nonfunctional and did not fulfill the operational needs of the school.

**Senator Semmelroth** asked Mr. Reed to expand on the importance of the Commission's role in ensuring tax dollars were used effectively by charter schools. Mr. Reed stated that the main priority for the Commission was to make sure that charter schools in Idaho had a large enough student population so each school could pay for the facility and other expenses.

Senator Herndon asked if Mr. Reed could describe the staffing at the Commission. Mr. Reed summarized a few of the different staffing positions on the Commission that were involved in overseeing renewal evaluations for public charter schools. This included specialists for analyzing school finances, curriculum, and handling office procedures. He also mentioned the request for two additional staffing positions on the Commission which would assist with monitoring curriculum and providing support for charter schools.

Senator Nichols inquired what goals the Commission had set for improving student academic performance as well as what Mr. Reed's thoughts were on social emotional learning and transgender sex education. Mr. Reed emphasized the importance of finding the right curriculum for each school and elevating the performance standards for all schools. He mentioned the learning priorities for each school should be reading and math, but also must provide students with the opportunity to feel safe at school.

**Senator Herndon** asked Mr. Reed to describe the working relationship of the staff on the Commission. **Mr. Reed** indicated how the members of the Commission mainly worked with the director on individual school reports that the director's staff created.

**Senator Den Hartog** inquired if the Commission had been engaging in or facilitating an exchange of educational ideas between themselves and traditional public schools. **Mr. Reed** commented that there should have been an exchange of ideas between public schools and charter schools, but it had been a challenge to start these conversations.

**Senator Lenney** asked if Mr. Reed would support a sectarian public charter school. **Mr. Reed** answered that he did not have an opinion on the matter.

## PRESENTATION:

Redefining Success with at-risk youth. Monica White, Chief Executive Officer (CEO), Elevate Academy, presented an overview of Elevate Academy and how it was unique compared to traditional schools in Idaho. The mission of Elevate Academy was to offer at-risk students across the State of Idaho a quality career technical education so that they could become contributing members of society. Ms. White explained Elevate Academy aimed to ensure that all students had some kind of work opportunity immediately after graduating. She mentioned that each Elevate Academy location across the State of Idaho had tailored its curriculum to support careers in local community industries.

Ms. White commented on how Elevate Academy's graduation rates were not reflective of the school's success with at-risk students. This was due to how graduation rates were measured in the State of Idaho. Ms. White discussed some of the challenges Elevate Academy faced, which included securing funding, meeting a growing demand of potential students, and finding talented teachers (Attachment 1).

## DISCUSSION:

**Senator Nichols** asked if Ms. White could clarify how Elevate Academy's graduation rates were being hurt based on the way they were measured. **Ms. White** explained that graduation cohorts were based on a timeline and if a student did not graduate four years after beginning high school, they were considered a dropout. Since Elevate Academy instructed many at-risk and nontraditional students, this had reflected poorly on their graduation rates.

**Senator Carlson** inquired whether enrollment at Elevate Academy was at maximum capacity. **Ms. White** answered the Caldwell campus was at maximum capacity and the Nampa and Post Falls campuses were approaching maximum capacity.

**Senator Ward-Engelking** asked whether Ms. White knew of a better process for funding traditional and charter schools across Idaho. **Ms. White** was unaware of such a process.

**Vice Chairman Toews** asked Ms. White if she could speak to Elevate Horizon's ability to hire a wide range of teachers. **Ms. White** explained how the ability to cast a wider net for teachers had been very helpful for Elevate Academy and commented on the additional training that went into the career technical teaching positions.

**Senator Den Hartog** asked if Ms. White could comment on the relationship between Horizon Charter and the Valley View School District, as well as the potential for an Elevate Academy location in that school district. **Ms. White** described how the working relationships between Elevate Academy and other school districts had steadily increased over time.

**Chairman Lent** asked Ms. White to speak to the need for high school graduates who did not go on to college to have marketable skills upon entering the workforce. **Ms. White** stressed the importance of giving these students marketable skills before graduation so they could be productive members of society and contribute to their communities.

## PRESENTATION:

Overview of Public Radio. Tom Michael, General Manager, Boise State Public Radio (BSPR), provided the Committee with a synopsis of public radio in the State of Idaho and the role it played in educating Idahoans. Mr. Michael described the various services and programming that BSPR provided. He highlighted the substantial listening audience that tuned into BSPR and its ranking as one of the top two news talk radio stations in Idaho. BSPR had approximately 11,000 donors who contributed annually. Mr. Michael outlined the Federal Communications Commission restrictions on public radio on what could and could not be broadcasted in relation to donors. Mr. Michael spoke about BSPR's emergency alert system that operated 24-hours a day and seven days a week and how this service benefited Idahoans. He mentioned the awards that the BSPR had received for its live breaking news coverage, including the Edward R. Murrow award. Mr. Michael provided a list of public radio broadcast sites across the State of Idaho and concluded by talking about the Mountain West News Bureau, a multi-state news network collaboration between Idaho and five other states.

## DISCUSSION:

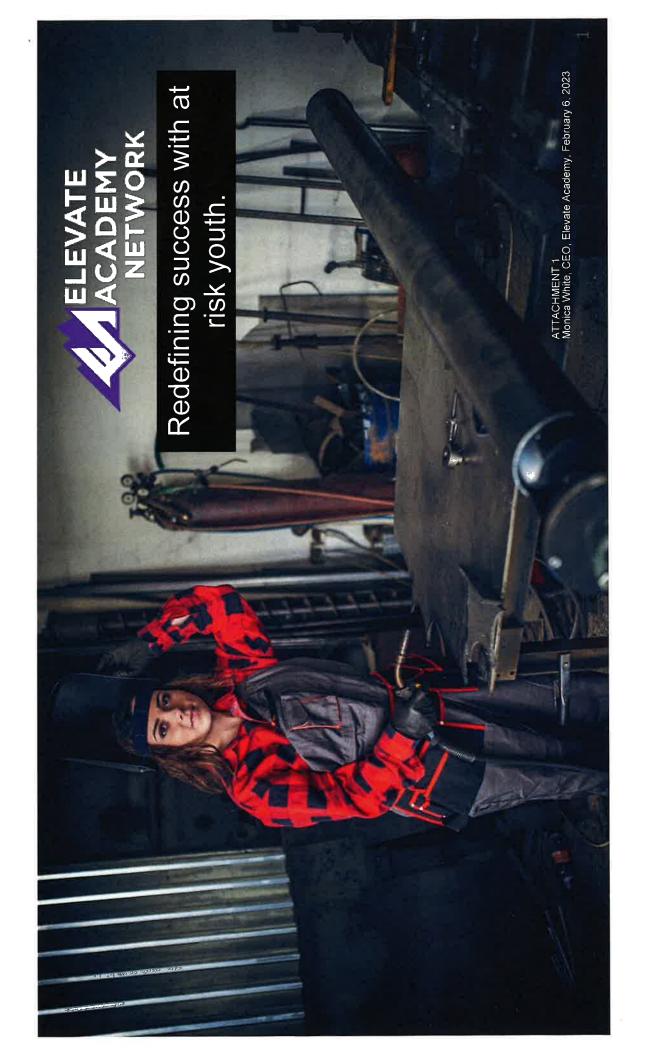
**Senator Herndon** asked how BSPR could do a better job with news reporting that was more representative of the country's ideological center. **Mr. Michael** believed that BSPR and public radio in general was reflective of the ideological center and referenced an independent study called the Media Audit that supported his view. **Senator Herndon** asked Mr. Michael if he could commit to ensuring that BSPR not label any of the Senators in the Idaho Legislature as "far right". **Mr. Michael** claimed that he would pass along Senator Herndon's concerns to his editorial and journal staff.

**Senator Nichols** asked how BSPR acquired their ratings numbers and if they had to pay to obtain them. **Mr. Michael** told the Committee that BSPR collaborated with a group called Radio Research Consortium, which allowed them to access their ratings. He mentioned that the annual cost for the contract with Radio Research Consortium was \$13,670. **Senator Nichols** inquired how much local programming did Idaho have on public radio versus out-of-state programming. **Mr. Michael** indicated compared to other public radio stations, BSPR had more local programming.

## **ADJOURNED:**

There being no further business at this time, **Chairman Lent** adjourned the meeting at 4:24 p.m.

Senator Lent	Linette Grantham
Chair	Secretary
	Tyler Allen
	Assistant Secretary



## Our Core Tenets



Every Elevate Academy is built on six core tenets

Community Driven

Beat the Odds

Mastery-Based

Career Tech Focus

Opportunity Driven

Integrated
Purpose Driven
Curriculum

ENGAGE

INSPIRE

IGNITE

# Our Vision for Our Graduates

Our goal is for Elevate graduates to become career leaders - industry certified, engaged, productive professionals with broad options.

## INSPIRED

- Self-Empowered Learner
- Planning for Next Steps in Career or College



## IGNITED

Community ContributorEffective Communicator & Innovative Problem Solver

## ENGAGED

- Applies Academic Content, Technical Knowledge & Workplace Skills
- Attends to Their Physical, Financial, and Social Emotional Health





## **Graduation Rate**

Elevate Caldwell 2022 Five year

%10

Four Year Graduation Rates

♦ National Average♦ Idaho Average♦ 1%

Elevate Caldwell AEC 76%

AEC Schools

AEC = Alternative Education Campuses

Idaho and National averages include traditional high schools

**Elevate Caldwell Results** 

## Our Intended Impact



We aim to redefine what's possible for at-risk students across Idaho. Over

the next five years, we will:

- Launch five new schools, growing to a total of eight
- Serve ~4,500 students at full capacity
- Place 100% of our graduates in strong industry jobs, college, or the military
- Redefine the possibilities for CTE and share our model with others to inspire broader change

## The Need In Idaho

- The statewide graduation rate is 81%
- Less than half (48%) of high school graduates enroll in college. That means 11,000 high schools graduates each year do not go to college. We *must* create a pathway for them to thrive as adults.

## Our Challenges

- Facility Funding
- **Meeting the Demand**
- Talent
- Leadership
- Teachers
- ° CTE
- Classified
- Special Education





## AMENDED AGENDA #1 SENATE EDUCATION COMMITTEE 3:00 P.M.

## Room WW55 Thursday, February 09, 2023

For members of the public to observe the meeting, please click on the following link: https://www.idahoptv.org/shows/idahoinsession/ww55/

SUBJECT	DESCRIPTION	PRESENTER
RS 29940C1	Teacher Apprenticeships	Tracie Bent, Chief Planning and Policy Officer, Idaho State Board of Education
RS 30156C2	Prohibit Sex Education Prior to 5th Grade	Senator Toews
<b>RS 30181</b>	Career Technical Centers	Senator Den Hartog

## If you have written testimony, please provide a copy to the committee secretary.

COMMITTEE MEMBERS COMMITTEE SECRETARY

Chairman LentSen HerndonLinette GranthamVice Chairman ToewsSen LenneyRoom: WW39Sen Den HartogSen Ward-EngelkingPhone: 332-1321

Sen Nichols Sen Semmelroth Email: sedu@senate.idaho.gov

Sen Carlson

**DATE:** Thursday, February 09, 2023

**TIME:** 3:00 P.M.

PLACE: Room WW55

MEMBERS Chairman Lent, Vice Chairman Toews, Senators Den Hartog, Nichols, Dunn

**PRESENT:** (Carlson), Herndon, Lenney, and Ward-Engelking

ABSENT/ Senator Semmelroth

**EXCUSED**:

**NOTE:** The sign-in sheet, testimonies and other related materials will be retained with

the minutes in the committee's office until the end of the session and will then be

located on file with the minutes in the Legislative Services Library.

**CONVENED:** Chairman Lent called the meeting of the Senate Education Committee (Committee)

to order at 3 p.m.

RS 29940C1 Teacher Apprenticeships. Tracie Bent, Chief Planning and Policy Officer, Idaho

State Board of Education (ISBE), presented **RS 29940C1** to the Committee. This bill amended Idaho Code § 33-1201, and it allowed for a student serving in a practicum, internship or student teaching position under the supervision of a certified staff person to be paid, and individuals who successfully completed an approved registered apprenticeship program to be eligible for standard certification.

**DISCUSSION:** Senator Nichols asked Ms. Bent to explain why there was no fiscal impact in the

RS. **Ms.** Bent replied that while it would be more favorable to the program, all the appropriation necessary to carry out the mission of the program was in place,

but may need funding down the road.

MOTION: Senator Ward-Engelking moved to send RS 9940C1 to print. Senator Den

**Hartog** seconded the motion. The motion carried by **voice vote**.

RS 30156C2 Prohibit Sex Education Prior to 5th Grade. Vice Chairman Toews stated that

the bill outlawed the teaching of sexual education prior to the fifth grade.

**DISCUSSION:** Senator Ward-Engelking made the comment that the bill was unnecessary due to

the current content standards in place and asked Vice Chairman Toews to comment on that notion. He responded that due to the amount of content out there, it was

warranted to put protections in place for children.

**Senator Herndon** asked Vice Chairman Toews what the typical age was for human sexuality instruction in K-12. **Vice Chairman Toews** stated that human sexuality

courses started in the fifth grade per the ISBE.

MOTION: Senator Den Hartog moved to send RS 30156C2 to print. Senator Herndon

seconded the motion. The motion carried by voice vote.

RS 30181 Career Technical Centers. Senator Den Hartog stated that the bill provided

additional flexibility to existing requirements on eligibility for schools to be career

technical schools.

**DISCUSSION:** Chairman Lent asked Ms. Bent why there was no fiscal note associated with the

bill. She responded that the funding was already in place for the program and

therefore a fiscal note was not necessary.

MOTION: Senator Den Hartog moved to send RS 30181 to print. Senator Nichols seconded

the motion. The motion carried by voice vote.

ADJOURNED:	There being no further busines at 3:13 p.m.	g no further business at this time, <b>Chairman Lent</b> adjourned the meeting		
Senator Lent Chair		Linette Grantham Secretary		
		James Nelson Assistant Secretary		

## AMENDED AGENDA #3 SENATE EDUCATION COMMITTEE 3:00 P.M.

## Room WW55 Monday, February 13, 2023

For members of the public to observe the meeting, please click on the following link: https://www.idahoptv.org/shows/idahoinsession/ww55/

SUBJECT	DESCRIPTION	PRESENTER
PRESENTATION:	How the largest School District gets Teachers, Students, and Parents on track to Achieve	Derek Bub, Superintendent, West Ada School District
PRESENTATION:	College of Western Idaho's Pop the Trunk Initiative	Oster Hernandez and Jessica Concie, College of Western Idaho
RS 30030C1	Protection of Pupil and Parental Rights Act	Senator Toews
<b>RS 30227</b>	Protecting Children in Public School	Senator Adams
RS 30262	Open Enrollment	Senator Den Hartog
RS 30340	Parental Rights	Senator Toews
RS 30363	Providing School Facilities Funding through Utilization of Endowment Land Funding	Chairman Lent

## If you have written testimony, please provide a copy to the committee secretary.

<u>COMMITTEE MEMBERS</u> <u>COMMITTEE SECRETARY</u>

Chairman LentSen HerndonLinette GranthamVice Chairman ToewsSen LenneyRoom: WW39Sen Den HartogSen Ward-EngelkingPhone: 332-1321

Sen Nichols Sen Semmelroth Email: sedu@senate.idaho.gov

Sen Carlson

**DATE:** Monday, February 13, 2023

**TIME:** 3:00 P.M.

PLACE: Room WW55

**MEMBERS** Chairman Lent, Vice Chairman Toews, Senators Den Hartog, Nichols, Carlson,

**PRESENT:** Herndon, Lenney, Ward-Engelking, and Semmelroth

ABSENT/ None

EXCUSED:

**NOTE:** The sign-in sheet, testimonies and other related materials will be retained with

the minutes in the committee's office until the end of the session and will then be

located on file with the minutes in the Legislative Services Library.

**CONVENED:** Chairman Lent called the meeting of the Senate Education Committee (Committee)

to order at 3:00 p.m.

PRESENTATION: How the largest School District gets Teachers, Students and Parents on track

**to Achieve**. **Derek Bub**, gave a presentation before the Committee on how the West Ada School District (District) was successful at engaging with the community and increasing Career and Technical Education (CTE) opportunities (Attachment 1).

**Mr. Bub** specifically talked about the transparent communication between district officials and parents of students as highly effective. He noted that the fiscal investments in staffing and in establishing low bonds and levies established a good relationship with parents. He also hit on the CTE options that students had which helped prepare district students for entering the job force. He pointed out that 87 percent of students in the District had taken at least one CTE course. He closed by attributing the District success to "the combination of school choice, CTE opportunities and academic excellence with our very low tax rate and a wide breadth of unique programs that allowed us to continue to conclude that West Ada School District is the best value in education, not only in Idaho, but also regionally and nationally."

**DISCUSSION:** 

**Senator Den Hartog** asked Mr. Bub how he used Idaho Standards Achievement Test (ISAT) as actionable data. He answered that he used data that tracked students through the whole year to determine how successful a student was.

**Senator Herndon** asked Mr. Bub about the fact that only 55 percent of students in the District were proficient in math, and how the district quantified proficiency in math. **Mr. Bub** responded by saying that it was in relationship to being on the correct measurable path for college readiness. **Senator Herndon** asked about the 69 percent proficiency in reading and what the other 31 percent of the student population was lacking. **Mr. Bub** informed the Committee that they measure proficiency in English the same way they did in math, by comparing them to college readiness.

**Senator Nichols** asked if the District was tracking post-secondary students who entered a remedial math or English class after they graduated. **Mr. Bub** responded that he did not have the numbers in front of him but that the District was tracking the students. **Senator Nichols** asked if the District offered a life skills math program or other similar programs that would give every student a basic understanding of math. **Mr. Bub** replied that the District had provided many avenues for providing basic math skills to students with classes such as "Math and Modern Society."

**Chairman Lent** asked what did 50 percent proficient in math or English look like in comparison to a student who was 100 percent proficient. **Mr. Bub** answered by stating that there was different criteria of what proficiency meant over time and based on grades, but as was stated in a previous question, proficiency was defined as being in step with standards tested on the ISAT and in relationship with being college ready.

PRESENTATION: College of Western Idaho's Pop the Trunk Initiative (Initiative). Oster

**Hernandez**, Credit Office, College of Western Idaho (CWI), gave a presentation on the Initiative. The Initiative was dedicated to offering a hands-on approach to obtain a Career and Technical Education (CTE) to students at CWI (Attachment 2).

**DISCUSSION:** Senator Semmelroth asked why it was that alternative schools were so often left

out or behind when it came to having CTE courses. **Mr. Hernandez** responded that alternative schools were often on different schedules than normal high schools so that had made it harder for alternative high schools to arrange CTE classes. **Senator Semmelroth** asked if the Initiative was targeted at alternative high schools. **Mr. Hernandez** replied that for the current year and the next year it was

only targeted to alternative high schools.

MOTION: Senator Den Hartog moved to send RS 30030C1, RS 30227, RS 30262, RS

**30340**, and **RS 30363** to print. **Senator Nichols** seconded the motion. The motion

carried by voice vote.

ADJOURNED: There being no further business at this time, Chairman Lent adjourned the meeting

at 3:57 p.m.

Senator Lent	Linette Grantham
Chair	Secretary
	James Nelson Assistant Secretary

## AGENDA SENATE EDUCATION COMMITTEE 3:00 P.M.

## Room WW55 Tuesday, February 14, 2023

For members of the public to observe the meeting, please click on the following link: https://www.idahoptv.org/shows/idahoinsession/ww55/

SUBJECT	DESCRIPTION	PRESENTER
S 1038	EDUCATION - Adds to existing law to provide for eduation savings accounts.	Senator Nichols

## Public Testimony Will Be Taken by Registering Through the Following Link: Register to Testify

If you have written testimony, please provide a copy to the committee secretary.

COMMITTEE MEMBERS

Sen Carlson

Chairman Lent
Vice Chairman Toews
Sen Den Hartog
Sen Nichols
Sen Sen Herndon
Sen Lenney
Sen Ward-Engelking
Sen Nichols
Sen Semmelroth

COMMITTEE SECRETARY
Linette Grantham

Room: WW39 Phone: 332-1321

Email: sedu@senate.idaho.gov

**DATE:** Tuesday, February 14, 2023

**TIME:** 3:00 P.M.

PLACE: Room WW55

MEMBERS Chairman Lent, Vice Chairman Toews, Senators Den Hartog, Nichols, Carlson,

**PRESENT:** Herndon, Lenney, Ward-Engelking, and Semmelroth

ABSENT/ None

EXCUSED:

**NOTE:** The sign-in sheet, testimonies and other related materials will be retained with

the minutes in the committee's office until the end of the session and will then be

located on file with the minutes in the Legislative Services Library.

**CONVENED:** Chairman Lent called the meeting of the Education Committee (Committee) to

order at 3:01 p.m.

S 1038 Education - Adds to existing law to provide for education savings accounts.

Senator Nichols presented an overview of S 1038 which would provide an Education Savings Account (ESA) for qualified Idaho students and their families. Senator Nichols believed this proposed legislation would provide Idaho students and their families with greater educational choice and allow them to explore non-traditional schooling options. She provided a diagram that showed how the ESA in **S 1038** would function and how money would flow from the taxpayer to an ESA (Attachment 1). Senator Nichols clarified this ESA program would be an opt-in program for both students and education service providers. No one was obligated to join the program. She also emphasized the bill strengthened homeschooling opportunities in the State because it provided families with more money to pay for educational expenses and did not impose any government control over specific curricula. The bill would also establish the Parent Oversight Committee (POC), a committee that consisted of parents of ESA-eligible students who were able to advise the Legislature on how to improve the ESA program. Each member of the POC would be appointed by either one of the members of Idaho House and Senate leadership or the Governor of Idaho.

Senator Lenney went through each section of the proposed legislation and detailed the changes it would create to Idaho Code. He provided information regarding how the proposed ESA would function and who this program benefited. The accounts would be overseen by the State Department of Education (SDE) and the funds provided for each account would be provided by the State Treasury. Qualified students for the ESA program were considered to be any resident of the State of Idaho who were eliqible to enroll in any public K-12 school. Senator Lenney detailed the agreement the parents of the qualified student would have to sign to participate in the program and outlined how the funds provided by the legislation could and could not be used. Random audits would be conducted on each account to ensure that the money provided by the potential legislation was used correctly. The money used towards ESA's would be drawn from state-appropriated funds and not from any local or federal money. He also mentioned that any leftover money that had not been used by the time a student graduated high school could then be used towards post-secondary education expenses. Senator Lenney highlighted how \$ 1038 would not harm homeschooling in Idaho, but would instead benefit families who homeschooled.

## **DISCUSSION:**

Senator Ward-Engelking asked Senator Nichols if the bill was only going to allow for an initial 6,600 students to opt into the program. Senator Nichols replied that she did not anticipate that many students to sign up for the system initially, but the bill would set aside the funds for 6,600 students if there was such a demand. Afterward, the Legislature would need to appropriate as much money as they saw fit in order to keep up with further demand. Senator Ward-Engelking asked if students who were enrolled in a private school were eligible to opt into the program. Senator Nichols confirmed that these students would be able to take advantage of the program. Senator Ward-Engelking asked Senator Nichols if she was aware that home school students could take classes or extracurricular activities at public school. Senator Nichols confirmed she was aware of this. Senator Ward-Engelking asked for clarification on how ESA funds would flow back to public school programs that an ESA student participated in. Senator Nichols pointed out that money from the ESA could be used for classes and extracurricular activities, it would just need to be applied through the digital platform.

**Senator Carlson** asked Senator Nichols to clarify the wording of the bill where it specified that students grades 1-12 would be eligible for the program but did not mention kindergarten-level students. **Senator Nichols** answered that kindergarten would be included in the program, but that they had to distinguish it from grades 1-12 in the bill's text.

**Senator Den Hartog** asked Senator Nichols for clarification on whether education service providers needed to sign up on the digital platform to receive money from a student's ESA. **Senator Nichols** explained this was the case and education service providers would need to fill out an application and opt in. **Senator Den Hartog** then asked for confirmation on whether all transactions with money in an ESA would take place exclusively on the digital platform. **Senator Nichols** confirmed all transactions would take place on the digital platform.

**Senator Semmelroth** asked Senator Nichols what would happen to money in an ESA if a family intended to use it for a private school, but was then denied admission from the private school. **Senator Nichols** stated that any money that was not utilized would go back to the State fund. **Senator Semmelroth** asked where the money from an ESA account would go if a student re-enrolled into a public school mid-semester. **Senator Nichols** highlighted that ESA funds were distributed on a quarterly basis, that way a private institution was not overpaid if a student re-enrolled in a public school mid-semester. She emphasized that any money not used would go back to the State and families that opted into the program never actually possessed the money. Instead, the money was controlled by the State.

**Senator Ward-Engelking** asked Senator Nichols to clarify whether there would be any curriculum oversight or testing standards for private and home schools that would receive money from an ESA. **Senator Nichols** answered there were no testing requirements, but there would be random audits on the accounts which ensured that the provided money was utilized correctly.

**Vice Chairman Toews** asked Senator Nichols to speak to the cost of the ESA program compared to traditional public school per student. **Senator Nichols** stated that based on research conducted on other states' ESA programs, the cost to fund two students through an ESA program was equivalent to the cost of funding one student in traditional public schools. She added when ESA programs had been implemented, the price per pupil in public schools increased.

**Chairman Lent** asked Senator Nichols to confirm whether the 20 percent of funds the program had designated to remain in local school districts were used to support

public schools. **Senator Nichols** confirmed this for Chairman Lent and mentioned that even if attendance in public school districts decreased after the first year of this program, Idaho law did not allow school districts to lose more than three percent of funding per year. **Chairman Lent** asked if the State of Idaho would then be paying for ghost students who were not in public school if more than three percent of the student body left a school district. **Senator Nichols** pointed out that if students left public school and then came back midsemester, then the funding for that student would still be there. **Chairman Lent** expressed concern that the State of Idaho would be funding two different schools through this bill.

**Senator Herndon** asked Senator Nichols how many ESA qualified students were in the State of Idaho and how many of those students were attending public or charter schools. **Senator Nichols** reported there were around 328,000 qualified students in Idaho and approximated that there were around 300,000 enrolled in public or charter schools. **Senator Herndon** asked how the SDE would keep track of subjects and classes students were taking that were not specifically required by the bill. **Senator Nichols** explained that any extra subject a qualified student would want to take needed to be signed up through the digital platform provided by the SDE. She pointed out that the random audits conducted by the SDE were put in place to prevent fraudulent use of ESA funds. **Senator Herndon** asked what would happen in the event that the Legislature did not appropriate enough funds to meet the full demand of applicants to the program. **Senator Nichols** replied that if this was the case, then funds would be distributed on a first come, first serve basis.

Senator Ward-Engelking asked for clarification on how ESA money would flow to families who homeschool. Senator Lenney emphasized families that signed up for the program would only be able to use ESA money on the digital platform provided by the SDE. Senator Ward-Engelking asked how many students were outside the public school system and would benefit from the potential legislation. Senator Lenney reported there were around 17,000 students that were outside the public school system. Senator Ward-Engelking asked how many students the sponsors of the bill projected to be outside the public school system in four to five years if the bill passed. Senator Nichols answered based on data observed from other states, she predicted in four to five years a little less than five percent of the eligible student population would be outside the public school system. Senator Lenney commented that having more students take advantage of the program would reduce education costs over time.

## TESTIMONY:

The following testified in support of the bill: Laura Fisher, Anna Miller, Carolyn Harrison, Ryan Spoon, Summer Bushnell, Tom Harrison, Katherine Kula, Shane Schulties, Mark Mullins, Chloris Mullins, Jason Richardson, Matthew Cardon, Sylvia Adams, David Overcash, Jackie Davidson, Matt Edwards, Dominic Brandon, and Steve Burch.

Comments from those who testified in favor of the bill included: The bill would allow for more families to homeschool their children; it was an opt-in system and there was no requirement to join; the money was always in the hands of the State and no money would ever directly go to the parents of qualified students; similar programs in other states improved school choice; parents were dissatisfied over the public school curriculum and were looking for other options; parents knew what was best for their children, not the State of Idaho; this free market approach to education would spur innovation and new methods of instruction; ESA programs raised education standards in other states that have implemented it; the bill would allow for more non-traditional forms of education to succeed.

The following testified in opposition of the bill: Elizabeth Noonan, Mary Ruckh,

Heather Stout, Norma Staaf, Jean Henscheid, Bessie Yeley, Sheri Hughes, Kayla Dodson, Georgia Boatman, Rick Price, Kathy Dawes, Helen Hawely, Karen Hansen, Jody Brodstrom, Lindsey Barber, Scott Tate, Sylvia Cha, Garrett Castle, Frank Martinez, Melanie Edwards, John Rehder, and Gwynne McElhinney.

Comments from those who testified in opposition to the bill included: similar bills have been shown to raise property taxes in other states; this bill would not benefit residents of rural communities and could raise property taxes in these communities; the bill violated Article 9, Section 5 of the Idaho Constitution; funds would be taken away from public schools, which were already struggling; there were concerns over a lack of oversight and accountability over where money was going; public schools were already underfunded and did not need any more funds taken away from their budgets; ESA programs in other states have been shown to increase taxes over time; the bill would take away money from special education programs in public schools; it would be more difficult to bring qualified teachers and staff to public schools across the State; public money would be going towards private schools that could deny any potential student for any reason.

## **DISCUSSION:**

**Senator Herndon** asked Ms. Miller what kind of effect an ESA would have on student performance in Idaho. **Ms. Miller** believed based on research conducted in other states with ESA programs, student performance in Idaho would increase.

**Chairman Lent** advised the Committee and those watching that the Committee would take further testimony on **S 1038** on February 15, 2023 for the 3:00 p.m. meeting.

## ADJOURNED:

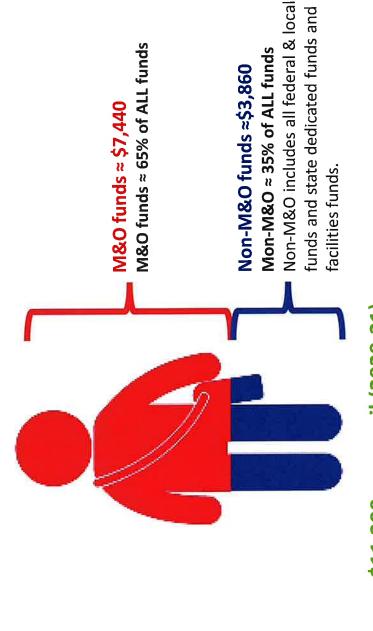
There being no further business at this time, **Chairman Lent** adjourned the meeting at 6:04 p.m.

Senator Lent	Linette Grantham
Chair	Secretary
	Tyler Allen
	Assistant Secretary

# Funding of Idaho Students

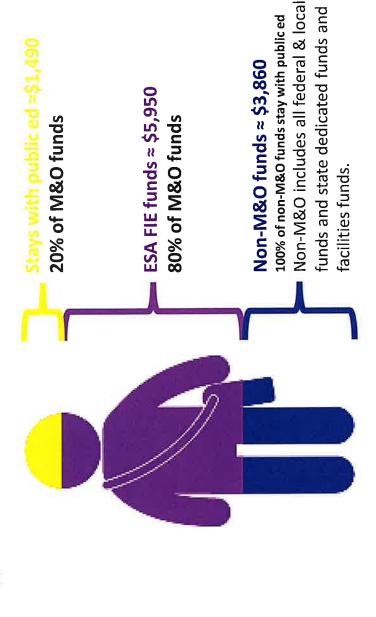
≈**\$11,300 per pupil** from all funds (federal, state & local)

# Funding of Idaho Students



≈**\$11,300 per pupil (2020-21)** from ALL funds (federal, state & local)

# Funding of Idaho Students

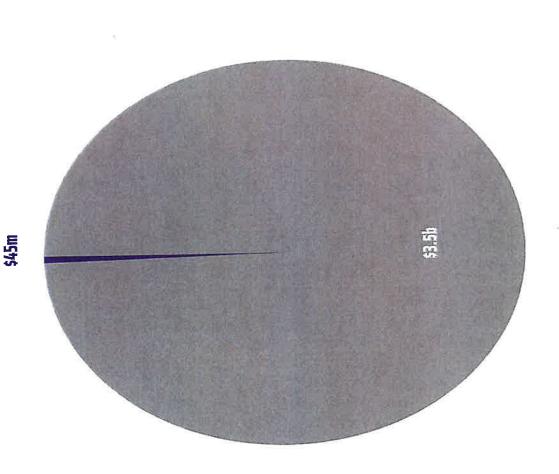


≈\$11,300 per pupil (2020-21) from ALL funds (federal, state & local)

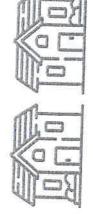
## Worth 1% of Total K-12 Public School Spending Freedom in Education Savings Accounts

Total K-12 Public School Spending of Approximately \$3.5 Billion

FIE Savings Accounts Appropriation of \$45 Million



# How ESAs work



Community



Taxes





State Government



**Public Education** Funds









Digital Platform Use ESA in

Students

Eligible

Schooling Options

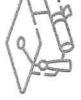


Continue to

Annual, Quarterly

& Random Audits

use ESA



Lives



Successful



Stronger Society





### STATE OF IDAHO

OFFICE OF THE ATTORNEY GENERAL LAWRENCE G, WASDEN

March 1, 2022

TRANSMITTED VIA EMAIL

The Honorable Sally J. Toone Idaho House of Representatives Idaho State Capitol P.O. Box 83720 Boise, ID 83720-0081 stoone@house.idaho.gov

RE: Questions Regarding HB 669

Dear Representative Toone:

You presented three questions regarding House Bill 669, 66th Legislature, 2nd Regular Session (Idaho 2022) ("HB 669"). The first is whether HB 669 is constitutional because the Hope and Opportunity Scholarship Fund program ("Scholarship Program") is limited to non-public school students. The second is whether HB 669 follows the accountability standards and testing requirements in IDAPA as required for public schools and whether such rules need to be followed for these public funds. The third is how much of the education code needs to be followed with the use of funds from HB 669. Each question will be answered in turn.

#### 1. Is HB 669 constitutional?

Though HB 669 appears to run afoul the Idaho Constitution, it is still likely constitutional when considering the recent U.S. Supreme Court case, <u>Espinoza v. Montana Department of Revenue</u>, 591 U.S. \_\_\_\_, 140 S. Ct. 2246, 207 L. Ed. 679 (2020).

Article IX, section 5 of the Idaho Constitution ("Sectarian Appropriations Clause") prohibits public funds from being used to support any schools controlled by a church, sectarian or religious denomination. Specifically, it states:

Citations to HB 669 in this response are to the first engrossed bill, available at <a href="https://legislature.idaho.gov/wp-content/uploads/sessioninfo/2022/legislation/H0669.pdf">https://legislature.idaho.gov/wp-content/uploads/sessioninfo/2022/legislation/H0669.pdf</a>.

SECTARIAN APPROPRIATIONS PROHIBITED. Neither the legislature nor any county, city, town, township, school district, or other public corporation, shall ever make any appropriation, or pay from any public fund or moneys whatever, anything in aid of any church or sectarian or religious society, or for any sectarian or religious purpose, or to help support or sustain any school, academy, seminary, college, university or other literary or scientific institution, controlled by any church, sectarian or religious denomination whatsoever; nor shall any grant or donation of land, money or other personal property ever be made by the state, or any such public corporation, to any church or for any sectarian or religious purpose; provided, however, that a health facilities authority, as specifically authorized and empowered by law, may finance or refinance any private, not for profit, health facilities owned or operated by any church or sectarian religious society, through loans, leases, or other transactions.

Idaho Const. art. IX, § 5. However, the U.S. Supreme Court recently struck down Montana's application of its similar provision requiring a scholarship program comply with its constitutional prohibition on aid for religious schools. See Espinoza, 140 S. Ct. 2246.<sup>2</sup> The constitutional provision scrutinized in Espinoza is similar to Idaho's Sectarian Appropriations Clause because it prohibits public funds from being used on religious and sectarian schools. Montana's provision ("no-aid provision") states:

Aid prohibited to sectarian schools. (1) The legislature, counties, cities, towns, school districts, and public corporations shall not make any direct or indirect appropriation or payment from any public fund or monies, or any grant of lands or other property for any sectarian purpose or to aid any church, school, academy, seminary, college, university, or other literary or scientific institution, controlled in whole or in part by any church, sect, or denomination.

Mont. Const. art. X, § 6(1).

In <u>Espinoza</u>, Montana's no-aid provision was determined to be unconstitutional when applied to a state-funded scholarship program because the Court found that the no-aid provision barred religious schools from a government benefit (*i.e.*, the scholarship program) solely because they were religious schools. <u>Espinoza</u>, 140 S. Ct. at 2254-57. The Court found this discrimination to be a violation of the Free Exercise Clause of the U.S. Constitution which "protects religious observers against unequal treatment' and against 'laws that impose special disabilities on the basis of religious status." <u>Id.</u> at 2249 (citations omitted). The Court further stated:

<sup>&</sup>lt;sup>2</sup> This office recognizes that Idaho's provision has not been struck down. But the State of Idaho is bound to follow decisions of the United States Supreme Court, thus this analysis attempts to reconcile Article IX, § 5, the *Espinoza* decision, and H. 669 in a manner that is consistent with this office's understanding of the current status of this area of the law.

Montana's no-aid provision bars religious schools from public benefits solely because of the religious character of the schools. The provision also bars parents who wish to send their children to a religious school from those same benefits, again solely because of the religious character of the school. This is apparent from the plain text. The provision bars aid to any school "controlled in whole or in part by any church, sect, or denomination." Mont. Const., Art. X, §6(1). The provision's title—"Aid prohibited to sectarian schools"—confirms that the provision singles out schools based on their religious character. Ibid. And the Montana Supreme Court explained that the provision forbids aid to any school that is "sectarian," "religiously affiliated," or "controlled in whole or in part by churches." [Espinoza v. Mont. Dep't of Revenue, 393 Mont. 446, 464-67, 435 P.3d 603, 612-13 (Mont. 2018)]. The provision plainly excludes schools from government aid solely because of religious status. See [Trinity Lutheran Church of Columbia, Inc. v. Comer, 582 U.S. \_\_\_\_, \_\_\_, 137 S. Ct. 2012, 2019-21].

<u>Id.</u> at 2255. However, it is important to note that the <u>Espinoza</u> decision does not equate to general approval for spending of public funds for purely religious purposes. For instance, article IX, § 5 prohibition is still valid under <u>Espinoza</u> if a scholarship account were being used solely for religious purposes, such as the purchase of only religious texts. The application and interpretation of the <u>Espinoza</u> decision and article IX, § 5 under H.B. 669 will likely depend on the case-by-case nature of scholarship expenditures.

In short, the test in Espinoza is whether the funds are provided to aid or advance a primarily religious purpose or if the funds are provided to a religious entity but for non-religious means. H. 669 would make funds available for general education purposes; the type of school is incidental. Application of article IX, § 5 to prohibit the use of funds provided for primarily religious instruction, such as a seminary, may be permissible, but application to prohibit the availability of funding for general education purposes by a religious school may be difficult to defend. Since Idaho's Sectarian Appropriations Clause has very similar language to Montana's no-aid provision, it would likely be considered a violation of the Free Exercise Clause if challenged in court. Thus, even though the Scholarship Program outlined in H.B. 669 cuts against Idaho's Constitution—specifically the Sectarian Appropriations Clause—it is likely constitutional in light of the Espinoza decision.

## 2. Are the services and expenditures under HB 669 subject to Idaho's assessment and accountability requirements?

Idaho's comprehensive assessment program and accountability framework are both established by administrative rule of the Idaho State Board of Education ("SBOE"). IDAPA 08.02.03.111 and 112. SBOE's administrative rules are limited in scope to "public school students in Idaho." IDAPA 08.02.03.001 (emphasis added). Thus, both Idaho's assessment program and accountability framework are limited to public schools. See IDAPA 08.02.03.111 (Assessment in the Public Schools); IDAPA 08.02.03.112 ("School district, charter district and public charter

Representative Sally J. Toone March 1, 2022 Page 4

school accountability..."). Scholarship Program recipients cannot be enrolled in public schools. HB 669, § 1, at 4:19-23. Therefore, it appears that the State's assessment program or accountability framework would not apply to services and expenditures of the Scholarship Program.

3. Are the services and expenditures under HB 669 subject to other provisions of Idaho's education law, such as age limits, special education, etc.?

With regard to age limits, HB 669's Statement of Purpose states "[t]his proposed legislation... would create Hope and Opportunity Scholarship (HOS) accounts for Idaho families with student(s) in Kindergarten through 12th grade." Statement of Purpose, H.B. 669, 66th Leg., 2nd Reg. Sess. (Idaho 2022). HB 669 defines an "eligible student" as:

- (d) "Eligible student" means a child who:
  - (i) Is a resident of the state of Idaho;
  - (ii) Has a household income level less than or equal to two hundred fifty percent (250%) of the income necessary to qualify for the Richard B. Russell national school lunch act, 42 U.S.C. 1751 et seq.; and (iii) Is:
    - 1. Enrolled full-time and attending a public elementary or secondary school program in this state for at least forty-five (45) calendar days during an instructional term at the time of application or was enrolled full-time in a public elementary or secondary school program in this state for the entire instructional term the previous year;
    - 2. The sibling of a student participating in the hope and opportunity scholarship program;
    - 3. A child with a disability as defined in section 33-1001, Idaho Code; or
    - 4. Eligible at the time of application to enroll in a kindergarten or first grade program in the state of Idaho.

HB 669, § 1, at 1:31-2:8. The above definition addresses, at least in part, age for purposes of program eligibility. However, despite the language in the Statement of Purposes that HOS accounts are limited to students in kindergarten through 12<sup>th</sup> grade, the definition of eligible student appears to allow for the possibility of younger or older students qualifying as eligible students on the basis of being a sibling of another participating student or due to the lack of an express cap on student age with respect to eligibility or qualifying services.

Ambiguities concerning age or the application of other state education laws could potentially be addressed through State Department of Education oversight of the program, either directly, through its contractor or through the parent review commission. However, it is important to note

the provisions in HB 669 emphasizing the independence of education service providers and the State's burden in any related legal proceedings, which state:

- (9) Independence of education service providers. Nothing in the provisions of this section shall be deemed to limit the independence or autonomy of an education service provider or to make the actions of an education service provider the actions of the state government.
  - (a) Education service providers shall be given maximum freedom to provide for the educational needs of scholarship students without governmental control.
  - (b) Nothing in this section shall be construed to expand the regulatory authority of the state, its officers, or any school district to impose any additional regulation of education service providers beyond those necessary to enforce the requirements of the scholarship program.
  - (c) An education service provider that accepts payment from an account pursuant to this section is not an agent of the state or federal government.
  - (d) An education service provider shall not be required to alter its creed, practices, admissions policy, or curriculum to accept payments from a scholarship account.

HB 669, § 1, at 9:7-23 (emphasis added). With respect to legal proceedings, HB 669 states:

- (11) Legal proceedings. In any legal proceeding challenging the application of this section to an education service provider, the state bears the burden of establishing that the law is necessary and does not impose any undue burden on the education service provider.
  - (a) No liability shall arise on the part of the department or the state or of any public school or school district based on the award of or use of a scholarship account pursuant to this section.
  - (b) If any part of this section is challenged in a state court for violating either the state or federal constitution, parents of eligible students and parents of students shall be permitted to intervene as of right in such lawsuit for the purposes of defending the scholarship program's constitutionality. However, for the purposes of judicial administration, a court may require that all parents file a joint brief, as long as they are not required to join any brief filed on behalf of any named state defendant.
  - (c) If any provision of this section, or the application thereof to any person or circumstance, is held invalid, such invalidity shall not affect other provisions or applications of this section that can be given effect without the invalid provision or application, and to this end the provisions of this section are declared to be severable.

Representative Sally J. Toone March 1, 2022 Page 6

HB 669, § 1, at 9:30-49 (emphasis added). Given the express freedom afforded to education service providers and the State's burden to establish that the application of other education laws to HOS accounts must be both "necessary" and "not impose any undue burden on the education service provider," the expenditures under HB 669 would not likely operate under the scrutiny of Idaho's education laws. However, due to the broad range of expenditures and services that can be provided under HB 669, a case-by-case analysis may be necessary to determine if certain Idaho education laws apply to a specific services or expenses.

I hope you find this analysis helpful.

Sincerely,

BRIAN KANE
Chief Deputy

BK:kw



### STATE OF IDAHO

OFFICE OF THE ATTORNEY GENERAL LAWRENCE G, WASDEN

March 1, 2022

TRANSMITTED VIA EMAIL

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Mont. Const. art. X, § 6(1).

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In short, the test in Espinoza is whether the funds are provided to aid or advance a primarily religious purpose or if the funds are provided to a religious entity but for non-religious means. H. 669 would make funds available for general education purposes; the type of school is incidental. Application of article IX, § 5 to prohibit the use of funds provided for primarily religious instruction, such as a seminary, may be permissible, but application to prohibit the availability of funding for general education purposes by a religious school may be difficult to defend. Since Idaho's Sectarian Appropriations Clause has very similar language to Montana's no-aid provision, it would likely be considered a violation of the Free Exercise Clause if challenged in court. Thus, even though the Scholarship Program outlined in H.B. 669 cuts against Idaho's Constitution—specifically the Sectarian Appropriations Clause—it is likely constitutional in light of the Espinoza decision.

## 2. Are the services and expenditures under HB 669 subject to Idaho's assessment and accountability requirements?

Idaho's comprehensive assessment program and accountability framework are both established by administrative rule of the Idaho State Board of Education ("SBOE"). IDAPA 08.02.03.111 and 112. SBOE's administrative rules are limited in scope to "public school students in Idaho." IDAPA 08.02.03.001 (emphasis added). Thus, both Idaho's assessment program and accountability framework are limited to public schools. See IDAPA 08.02.03.111 (Assessment in the Public Schools); IDAPA 08.02.03.112 ("School district, charter district and public charter

Representative Sally J. Toone March 1, 2022 Page 4

school accountability..."). Scholarship Program recipients cannot be enrolled in public schools. HB 669, § 1, at 4:19-23. Therefore, it appears that the State's assessment program or accountability framework would not apply to services and expenditures of the Scholarship Program.

3. Are the services and expenditures under HB 669 subject to other provisions of Idaho's education law, such as age limits, special education, etc.?

With regard to age limits, HB 669's Statement of Purpose states "[t]his proposed legislation... would create Hope and Opportunity Scholarship (HOS) accounts for Idaho families with student(s) in Kindergarten through 12th grade." Statement of Purpose, H.B. 669, 66th Leg., 2nd Reg. Sess. (Idaho 2022). HB 669 defines an "eligible student" as:

- (d) "Eligible student" means a child who:
  - (i) Is a resident of the state of Idaho;
  - (ii) Has a household income level less than or equal to two hundred fifty percent (250%) of the income necessary to qualify for the Richard B. Russell national school lunch act, 42 U.S.C. 1751 et seq.; and (iii) Is:
    - 1. Enrolled full-time and attending a public elementary or secondary school program in this state for at least forty-five (45) calendar days during an instructional term at the time of application or was enrolled full-time in a public elementary or secondary school program in this state for the entire instructional term the previous year;
    - 2. The sibling of a student participating in the hope and opportunity scholarship program;
    - 3. A child with a disability as defined in section 33-1001, Idaho Code; or
    - 4. Eligible at the time of application to enroll in a kindergarten or first grade program in the state of Idaho.

HB 669, § 1, at 1:31-2:8. The above definition addresses, at least in part, age for purposes of program eligibility. However, despite the language in the Statement of Purposes that HOS accounts are limited to students in kindergarten through 12<sup>th</sup> grade, the definition of eligible student appears to allow for the possibility of younger or older students qualifying as eligible students on the basis of being a sibling of another participating student or due to the lack of an express cap on student age with respect to eligibility or qualifying services.

Ambiguities concerning age or the application of other state education laws could potentially be addressed through State Department of Education oversight of the program, either directly, through its contractor or through the parent review commission. However, it is important to note

the provisions in HB 669 emphasizing the independence of education service providers and the State's burden in any related legal proceedings, which state:

- (9) Independence of education service providers. Nothing in the provisions of this section shall be deemed to limit the independence or autonomy of an education service provider or to make the actions of an education service provider the actions of the state government.
  - (a) Education service providers shall be given maximum freedom to provide for the educational needs of scholarship students without governmental control.
  - (b) Nothing in this section shall be construed to expand the regulatory authority of the state, its officers, or any school district to impose any additional regulation of education service providers beyond those necessary to enforce the requirements of the scholarship program.
  - (c) An education service provider that accepts payment from an account pursuant to this section is not an agent of the state or federal government.
  - (d) An education service provider shall not be required to alter its creed, practices, admissions policy, or curriculum to accept payments from a scholarship account.

HB 669, § 1, at 9:7-23 (emphasis added). With respect to legal proceedings, HB 669 states:

- (11) Legal proceedings. In any legal proceeding challenging the application of this section to an education service provider, the state bears the burden of establishing that the law is necessary and does not impose any undue burden on the education service provider.
  - (a) No liability shall arise on the part of the department or the state or of any public school or school district based on the award of or use of a scholarship account pursuant to this section.
  - (b) If any part of this section is challenged in a state court for violating either the state or federal constitution, parents of eligible students and parents of students shall be permitted to intervene as of right in such lawsuit for the purposes of defending the scholarship program's constitutionality. However, for the purposes of judicial administration, a court may require that all parents file a joint brief, as long as they are not required to join any brief filed on behalf of any named state defendant.
  - (c) If any provision of this section, or the application thereof to any person or circumstance, is held invalid, such invalidity shall not affect other provisions or applications of this section that can be given effect without the invalid provision or application, and to this end the provisions of this section are declared to be severable.

Representative Sally J. Toone March 1, 2022 Page 6

HB 669, § 1, at 9:30-49 (emphasis added). Given the express freedom afforded to education service providers and the State's burden to establish that the application of other education laws to HOS accounts must be both "necessary" and "not impose any undue burden on the education service provider," the expenditures under HB 669 would not likely operate under the scrutiny of Idaho's education laws. However, due to the broad range of expenditures and services that can be provided under HB 669, a case-by-case analysis may be necessary to determine if certain Idaho education laws apply to a specific services or expenses.

I hope you find this analysis helpful.

Sincerely,

BRIAN KANE
Chief Deputy

BK:kw

# AGENDA SENATE EDUCATION COMMITTEE 3:00 P.M.

## Room WW55 Wednesday, February 15, 2023

For members of the public to observe the meeting, please click on the following link: https://www.idahoptv.org/shows/idahoinsession/ww55/

SUBJECT	DESCRIPTION	PRESENTER
GUBERNATORIAL APPOINTMENT:	Public Charter School Commission	Karen Echeverria
<u>S 1038</u>	EDUCATION - Adds to existing law to provide for eduation savings accounts.	Senator Nichols

## Public Testimony Will Be Taken by Registering Through the Following Link: Register to Testify

If you have written testimony, please provide a copy to the committee secretary.

COMMITTEE MEMBERS COMMITTEE SECRETARY

Chairman LentSen HerndonLinette GranthamVice Chairman ToewsSen LenneyRoom: WW39Sen Den HartogSen Ward-EngelkingPhone: 332-1321

Sen Nichols Sen Semmelroth Email: sedu@senate.idaho.gov

Sen Carlson

#### **MINUTES**

## SENATE EDUCATION COMMITTEE

**DATE:** Wednesday, February 15, 2023

**TIME:** 3:00 P.M. **PLACE:** Room WW55

**MEMBERS PRESENT:** Chairman Lent, Vice Chairman Toews, Senators Den Hartog, Nichols,

Carlson, Herndon, Lenney, Ward-Engelking, and Semmelroth

ABSENT/ None

**EXCUSED**:

**NOTE:** The sign-in sheet, testimonies and other related materials will be retained

with the minutes in the Committee's office until the end of the session and will then be located on file with the minutes in the Legislative Services

Library.

taxpayer dollars.

**CONVENED:** Chairman Lent called the meeting of the Senate Education Committee

(Committee) to order at 3:00 p.m.

GUBERNATORIAL APPOINTMENT:

Public Charter School Commission. Committee Consideration of the Gubernatorial Appointment of Karen Echeverria, of Garden City, Idaho, Public Charter School Commission to serve a term commencing August 1, 2022 and expiring May 12, 2026. Ms. Echeverria gave a brief overview of her background for the Committee. She said she served as Executive Director of the School Board Association for 13 years, worked for the State Board of Education, and as the State Administrative Rules Coordinator. Ms. Echeverria said that, as a Commissioner, she would not be a "approve everything that crosses my desk" Commissioner and that she would ask a lot of questions. To describe what her approach to the role would be, she said she would have three criteria she would use when reviewing charter school petitions: 1) what were the operations like, 2) would this create a solid academic foundation to set students up for long-term success, and 3) would this make the state a good steward of

**DISCUSSION:** 

**Senator Den Hartog** asked what the Commission's roles were as it pertained to advocacy and regulation. **Ms. Echeverria** said the Commission had two program managers on staff that were responsible for administrative and regulatory support for 31 charter schools, and that the Commission was in need of more personnel and funding from the Legislature to keep quality of service for those schools at a high level.

**Senator Den Hartog** asked what the work dynamic was like between commissioners and their staff. **Ms. Echeverria** said she would rely on staff to help the Commission make informed decisions, as they would serve in an advisory role to the commissioners.

**Senator Lenney** asked if Ms. Echeverria lived in Arizona, as her appointment materials contained an Arizona address. **Ms. Echeverria** said she had a home there that she would spend some winter months, but her permanent address was in Idaho.

S 1038 Education Savings Accounts (ESA) - Adds to existing law to provide

for education savings accounts.

#### **TESTIMONY:**

Those who testified in favor of **S 1038** were: Steven Adams, Matt Edwards, Briana Roberts, Nicole Trakel, Theresa Denham, Sonja Graber, Jonathan Butcher, Rachael Martinez, Allen Gorin, Mark Hand, Melissa Christian, Stayner Lewis, Steve Keyser, Mara Sargent, LaQueta Morgan, Chantelle Holman, Daniel Murphy, and Mia Benedict.

Supporters said there had been a lack of accountability in the public school system that pushed parents to look for new education solutions for their children. The passage of **S 1038** would have put parents in charge of their children's education with expanded school options. If parents had some tax dollars returned, more kids could have been sent to schools that did not suffer from overcrowding and had proven to underdeliver in terms of student proficiency in key subject areas. Supporters said the bill was very important for low-income families for whom private schools or home schooling were cost-prohibitive. Other states had already implemented successful ESA programs, and Idaho had the same opportunity.

Those who testified in opposition to **S 1038** were: Sailor Gemmell, Paul Stark, Marji Bass, Barbara Redmond, Dale Layne, Sandi Enzminger, Kathy Clees, Yvonne Sandmire, Patsy Charlton, Brian Thom, Andy Grover, Kathryn Beasley, Christine Moon, Susan Scully, Louise Brannon, Destinie Hart, Elizabeth Miller, Vickie Fadness, David Finkelburg, Chelsea Gaskill, Anise Welty, Robin Piet, Quinn Perry, Norma Fischer, Kate Mllbur, Linda Anderson, Brenda Weeks, Sharese Maynard, Kirk Hingsberger, Tiffany Curci, Valerie Slavin, April Frederick, and Edmond Walsh.

Opponents of \$ 1038 expressed their concern that ESA programs had a lack of accountability, and that they did not want tax dollars spent on a program that, in other states, had proven unable to achieve desired results. There were also concerns that the legislation violated both the Idaho Constitution's Blaine Amendment and the Establishment Clause of the U.S. Constitution, since public dollars were to be used to help fund private and/or religious schools. They said that, if public dollars were taken from the State that could have otherwise gone to address glaring needs in public schools, especially those in rural areas, the disparity in terms of outcomes between low-income and well-to-do families would be made more pronounced. Special education programs would have been the first to see a reduction in services and accessibility offerings, which would have caused additional hurt to those families. If Idaho already ranked low in national metrics for academic performance it was not worth the risk to pull dollars from a struggling system to kick-start an expensive new program that had proven elsewhere to be unsuccessful.

PRESENTATION:

Education Savings Accounts (ESA) - Adds to existing law to provide for education savings accounts. Senator Nichols said the legislation was created to empower families and have assistance delivered to students that were stuck in an "underperforming system." She noted that 25 of 28 studies on ESA programs concluded there was an increase in school choice provided by ESA's and they delivered positive results to families. While this program would have increased spending, Senator Nichols said that the State would have saved money over the long run because its per-pupil spending would have gone down if more students transferred to private schools or began home schooling. That would have benefited students that stayed in public schools because each would have been a recipient of a greater share of that spending and would not have had to learn in overcrowded classrooms. She said that all the funds used for this program would have come directly from the State, so citizens would not need to

worry about any increase in property taxes. She said additional benefits from the implementation of an ESA program included increased home and private school access for children in rural Idaho and equal access for students with disabilities, many of whom, she said, did not have their unique needs adequately met at their public schools. An additional benefit was improved outcomes for families that opted to home school. **Senator Nichols** said the creation of a voluntary program such as the one described in **S 1038**, especially at a time many parents had reported indoctrination in schools, was important. With all those reports that had come out, she said it was important for government supported education options for families for accountability purposes. For those that had concerns about the cost of the program's implementation, she said the Legislature had the authority to determine how much, or little, to fund the program each year (Attachments 1 and 2).

Senator Lenney recognized the greatest concern for this legislation was the Blaine Amendment to the Idaho Constitution, which was made in the 19th Century when school choices were incredibly limited. He said that the United States Supreme Court's decisions in Espinosa v. Montana and Carson v. Makin that overruled Blaine Amendment-type decisions made it permissible for states if they wished to have funds sent to private schools. He said he spoke with the Attorney General's Office for an opinion on the legislation and had a letter from the previous Attorney General on H 669 from the 2022 Legislative session that gave a similar opinion (Attachment 3). Senator Lenney said that this bill would not have defunded public schools, and that they would have been able to retain a lot of their funding. He said, with regards to funds, they were meant for the education of children, not the protection of certain public institutions. He concluded with a statement that, if the legislation were passed, families would have been able to access a portion of the funds the State had already allocated for their child that could have been used to cover expenses associated with their education, and unlike vouchers, could have been customized to meet the student's unique needs.

**DISCUSSION:** 

**Senator Ward-Engelking** noted that some of the figures in the presentation materials were potentially incorrect, because there was a great deal of variance in the amount of local funding each district was able to generate. She also said spending on special needs students was performed on a district-by-district basis of the total number of students in need, rather than per pupil. Her final note was that public charter schools were unable to run bonds and levies, so they would have been adversely affected as well.

**Senator Herndon** said the legislation would have created two different accounts that were to be administered by the Department of Education and the Treasurer, respectively, to which funds would have been appropriated with the Legislature's approval each year. He said the funds available to public students would not have been shifted to the ESA accounts, rather, they would have been two separate pools of money, so public schools did not have their funding reduced and Idaho would have kept in accordance with its constitutional obligation to support public, K-12 schools. Having spoken with school superintendents in his district, **Senator Herndon** said he was told their understanding was the creation of a State ESA program would not have negatively impacted their schools, which helped determine his position on the bill. He expressed his dissatisfaction with the current system due to the fact that funding levels were not based on student performance.

Senator Ward-Engelking said the claims Idaho schools were failing in terms of performance were invalid, because the students had performed above the national average while being underfunded on a per-pupil basis. She expressed concern about the use of Heritage Foundation studies in the debate to demonstrate shortcomings in Idaho schools because that same group reported Idaho was third best in the nation for school choice for students. She stated another objection was that Idaho already had an ESA in the 529 Program for College Savings, and that it would have been more appropriate if the program proposed in S 1038 was called a voucher. Senator Ward-Engelking said the progress Idaho had made in better-funding public education would have been set back a great deal if dollars were taken from them and redirected to private schools.

**Senator Carlson** said this bill would have created new learning opportunities for low-income families, many of which saw private and home school options as unfeasible before.

**Senator Den Hartog** said Idaho had done great work over the last several decades. Several areas where she saw improvements were expanded school choice and an adopted culture of innovation. Examples were expanded public charter school availability and better-supported career technical programs. Further, she would have preferred a bill that had family income restrictions or gave priority to low-income families. **Senator Den Hartog** declared a Rule 39(H) for a possible conflict-of-interest.

Senator Semmelroth referenced four "statistically-significant" studies that showed students performed worse in the areas of reading and math in states with voucher programs. She then said the Individuals with Disabilities Education Act (IDEA) stated that private schools were not required to accept students with disabilities because they were ineligible as recipients of public funds. She was concerned this legislation falsely promised increased access for students with disabilities and that they would have been among the population most frequently rejected admission. Senator Semmelroth stated rural schools would have been made less competitive, students with disabilities would have been left behind, well-to-do families would have received taxpayer-funded handouts, and student performance would decrease.

**Vice Chairman Toews** expressed his support for the legislation because it would have created an opportunity for the market to meet the educational needs of families with students of different abilities and needs. Additional benefits he noted were improved quality of education, reduced costs, and increased accountability in public schools.

Chairman Lent said that, in Idaho, there were plenty of options for Idaho families with students that did not want to pursue the traditional public school route. He cautioned that this bill was "too much, too fast," as the proposal lacked accountability. He expressed that he was concerned about voting to approve an expensive program that did not have enough accountability built in.

**Senator Herndon** moved to send **S 1038** to the floor with a **do pass** recommendation. **Senator Carlson** seconded the motion.

MOTION:

ROLL CALL VOTE:	Vice Chairman Toews requested a roll call vote. Senators Den Hartog, Herndon, Carlson, Nichols, Lenney, and Chairman Lent voted aye. Vice Chairman Toews, Senators Ward-Engelking, and Semmelroth voted nay. The motion carried.		
ADJOURNED:	There being no further business at this time, <b>Chairmen Lent</b> adjourned meeting at 6:14 p.m.		
Senator Lent Chair		Linette Grantham Secretary	
		Kieran Sprague Assistant Secretary	

#### AGENDA

## **SENATE EDUCATION COMMITTEE**

3:00 P.M. Room WW55

Thursday, February 16, 2023

For members of the public to observe the meeting, please click on the following link: https://www.idahoptv.org/shows/idahoinsession/ww55/

SUBJECT	DESCRIPTION	PRESENTER
GUBERNATORIAL APPOINTMENT VOTE:	Public Charter School Commission	Chairman Lent
GUBERNATORIAL REAPPOINTMENT:	State Board of Education	David Hill
<u>S 1042</u>	EDUCATION - Amends existing law to exempt certain public charter schools from having to demonstrate strong academic results to qualify for the Public Charter School Facilities Program and to revise a limitation on issuing bonds under the Public Charter School Facilities Program.	Senator Den Hartog
<u>S 1043</u>	CHARTER SCHOOLS - Repeals and adds to existing law to remove the Public Charter School Debt Reserve Fund and to provide for a revolving loan fund.	Senator Den Hartog

## Public Testimony Will Be Taken by Registering Through the Following Link: Register to Testify

If you have written testimony, please provide a copy to the committee secretary.

<u>COMMITTEE MEMBERS</u> <u>COMMITTEE SECRETARY</u>

Chairman LentSen HerndonLinette GranthamVice Chairman ToewsSen LenneyRoom: WW39Sen Den HartogSen Ward-EngelkingPhone: 332-1321

Sen Nichols Sen Semmelroth Email: sedu@senate.idaho.gov

Sen Carlson

#### **MINUTES**

## **SENATE EDUCATION COMMITTEE**

**DATE:** Thursday, February 16, 2023

TIME: 3:00 P.M.

PLACE: Room WW55

**MEMBERS PRESENT:** Chairman Lent, Vice Chairman Toews, Senators Den Hartog, Nichols,

Carlson, Herndon, Lenney, Ward-Engelking, and Semmelroth

ABSENT/ None

**EXCUSED:** 

**NOTE:** The sign-in sheet, testimonies and other related materials will be retained

with the minutes in the committee's office until the end of the session and will then be located on file with the minutes in the Legislative Services Library.

CONVENED: Chairman Lent called the Senate Education Committee (Committee) to

order at 3:04 p.m.

**MOTION:** Chairman Lent asked for unanimous consent to defer the Gubernatorial

Appointment of Karen Echeverria to the Public Charter School Commission

to a later date. There were no objections.

GUBERNATORIAL Committee Consideration of the Gubernatorial Reappointment of REAPPOINTMENT: David Hill, to the State Board of Education (SBE) of Boise, Idaho, for a

term commencing July 1, 2022 and expiring July 1, 2027. Mr. Hill gave an overview of his background and outlined a few future goals for serving another term on the SBE. This included improving the Online Idaho program and continuing to support accessibility and affordability for higher education

in Idaho.

**DISCUSSION:** Senator Lenney asked how the SBE handled the COVID-19 pandemic

through the Idaho State Plan for the American Rescue Plan Elementary and Secondary School (ARPA) and if the SBE would continue to advocate for social justice and anti-racism for Idaho students, which was included in the ARPA. **Mr. Hill** reported the SBE did not feel comfortable implementing a one-size-fits-all policy for Idaho schools when it came to handling the COVID-19 pandemic. Rather, the SBE allowed local health authorities to work alongside each school to determine what was an appropriate policy for handling the pandemic. **Mr. Hill** relayed he was unaware of the social justice

advocacy included in the ARPA.

**Senator Nichols** inquired what the SBE's role was in deciding bathroom policy in Idaho schools. **Mr. Hill** highlighted the SBE did not have a direct role in deciding these policies. He believed that these kinds of policies should be decided by local school boards as a one-size-fits-all approach to

this issue would not work for the State of Idaho.

**Senator Herndon** asked how the SBE had been offering guidance to schools concerning controversial topics in education. **Mr. Hill** explained the SBE first assessed the topic and determined if there was a real problem rather than a perceived problem. A real problem would require the SBE to give institutions a framework on how to handle the issue, while with a perceived problem, the SBE would work with institutions to inform the public.

Senator Ward-Engelking asked Mr. Hill if he was aware of the investigation

into the University of Idaho's perceived promotion of critical race theory. **Mr. Hill** stated he was aware of that investigation and said that it was a good example of a perceived problem the SBE had dealt with.

**Senator Carlson** asked Mr. Hill if he had any reservations about **S 1038** and if the SBE was willing to work together to figure out how to implement the bill if it passed. **Mr. Hill** responded he did have some reservations with the accountability aspects of the bill, but that the SBE would work with the Legislature if the bill passed.

**Senator Nichols** asked what kind of relationship the SBE had with national organizations that promoted controversial education issues. **Mr. Hill** commented the SBE had no relationship with these kinds of national organizations and took no direction from them.

S 1042

Education - Amends existing law to exempt certain public charter schools from having to demonstrate strong academic results to qualify for the Public Charter School Facilities Program and to revise a limitation on issuing bonds under the Public Charter School Facilities Program. Senator Den Hartog explained this proposed legislation modified an existing section of Idaho Code relating to the Charter School Credit Enhancement Program (Program). The first change would involve doubling the financing cap for qualified public charter schools so that more public charter schools were allowed to participate in the Program. The second change would add an exemption for public charter schools that did not meet the Idaho Standards Achievement Test requirements for qualification, but whose enrollment was comprised of 100 percent at-risk students. Senator **Den Hartog** asked the Committee to send the bill to the 14th Order of Business for possible amendment so suggestions from State Treasurer Julie Ellsworth with regards to the funding formula could be incorporated into the bill. Specifically, the potential amendments would set a fixed date for when the funding formula would calculate the number of students in each school.

**TESTIMONY:** 

The following testified in support of the bill: **Terry Ryan**, Bluum; **Blake Youde**, Idaho Charter School Network; **Andy Johnson**, Executive Director, Sage International Network of Schools; and, **C.J. Watson**, Principal, Elevate Academy of Caldwell. Comments from those who testified in support included: the high standards for qualification into the Program would protect taxpayer dollars; high-performing charter schools that qualified for the program would be able to save money on operational costs; more high performing charter schools could take advantage of the Program with the increased financing cap; schools that had a 100 percent at-risk student body would be able to participate in the program.

DISCUSSION:

**Senator Herndon** asked for clarification on the amount of total financing that was currently available to public charter schools and how that number was calculated. **Senator Den Hartog** responded the total financing available to public charter schools was \$123 million and explained it was calculated through the formula that was written into Idaho Code.

**Senator Semmelroth** asked Senator Den Hartog if she could explain the importance of accountability when considering charter school funding that used taxpayer dollars. **Senator Den Hartog** explained the State of Idaho was taking on a moral obligation to repay a bond that would be funded by taxpayer dollars. These tax dollars needed to be used to assist high-performing schools that were unlikely to fail.

MOTION:

**Senator Nichols** moved to send **S 1042** to the 14th Order of Business for possible amendment. **Vice Chairman Toews** seconded the motion. The motion carried by a **voice vote**.

S 1043

Charter Schools - Repeals and adds to existing law to remove the Public Charter School Debt Reserve Fund (Fund) to provide for a revolving loan fund. Senator Den Hartog presented the potential legislation as a financing tool for qualifying new charter schools. S 1043 created a revolving loan fund that new charter schools could take advantage of to help cover initial facilities costs and other expenses. Each qualified school could borrow up to \$2.5 million and had five years to repay the loan at zero percent interest. Senator Den Hartog explained the revolving loan fund saved new charter schools money because it reduced the amount of money each school had to borrow from the commercial market at market interest rates. The loan fund required a one-time expenditure of \$50 million from the State.

**Emily McClure**, Idaho Charter School Network, went through the bill section-by-section for the Committee and what sections of Idaho Code were changed or removed. Section one of the bill repealed Idaho Code § 33-5217, the Fund. She explained section two established the revolving loan fund, Idaho Housing and Finance Association's (IHFA) role in distributing the loans, and setting clear requirements for charter schools to be eligible for the program.

DISCUSSION:

**Senator Herndon** asked if the current Fund had any funds in it. **Ms. McClure** answered there was around \$700,000 in the Fund. **Senator Herndon** asked if Ms. McClure could describe what the IHFA was, their role in **S 1043**, and if they had any sort of competitor. **Ms. McClure** explained the IHFA was the entity responsible for issuing bonds for public charter schools and that there was no other entity that could do what the IHFA did.

**Senator Semmelroth** inquired why Idaho Code § 33-5217 Section 2.b.3 would be removed if **S 1043** was signed into law. **Ms. McClure** remarked this section of Idaho Code included financial qualifications that were unrealistic for new or young charter schools to attain.

**TESTIMONY:** 

The following testified in support of the bill: **Anthony Haskett**, Executive Director, Mosaic Public School; **Blake Youde**, Idaho Charter School Network; **Vincent Kane**, Principal, Novis Classical School; **Brandon Durst**, Idaho Freedom Action (IFA); and, **Marc Carignan**, Idaho Charter School Network. Comments from those who testified in support included: the bill would save new and young charter schools thousands of dollars and would make these schools less dependent on loans from the commercial market; new charter schools would have an easier time acquiring a facility; with more charter schools potentially allowed to open, and the bill would create more educational choices for Idaho.

#### **DISCUSSION:**

**Senator Herndon** asked Mr. Youde to clarify how much a charter school had to borrow if the bill was passed compared to the current moment. **Mr. Youde** explained charter schools would have more initial funds if the bill became law. The more money a charter school had starting meant the less money a charter school needed to borrow from a commercial lender.

**Senator Ward Engelking** asked Mr. Youde which lender position the State of Idaho would be in this program. **Mr. Youde** stated that the State of Idaho would take the second lender position.

**Senator Herndon** asked Mr. Durst if he could explain how IHFA was audited and regulated. **Mr. Durst** explained that the IHFA was not a state agency and so the amount of oversight the Idaho Legislature had was minimal.

Senator Lenney asked Senator Den Hartog if the concept of S 1043 was already presented in a previous legislative session. Senator Den Hartog responded the concept was introduced last legislative session, but did not make it out of the Committee. Senator Lenney asked Senator Den Hartog why people might be opposed to this kind of bill. Senator Den Hartog recounted when this bill failed the last legislative session, there were concerns about the State of Idaho taking on too much risk with the money being lent out. Senator Ward-Engelking remarked there was frustration over not providing a similar mechanism for public schools and not allowing them to opt into the loan fund.

Senator Ward-Engelking asked Mr. Carignan if receiving loans from philanthropic lenders was still an option for charter schools and, if so, why this bill was necessary. Mr. Carignan explained philanthropic lenders, like the Albertson's Foundation, were still an option for charter schools but this bill provided even more support for charter schools, especially those who could not access a philanthropic loan. Vice Chairman Toews asked Mr. Carignan if he believed the requirements for the loans were high enough and if he believed there was a significant risk for the State in distributing these loans. Mr. Carignan emphasized the requirements were very high and he did not foresee the State being at significant risk.

**Senator Herndon** asked Senator Den Hartog if she thought it was necessary to have a cross-reference to the IHFA as a creation of Title 67 of Idaho Code in the bill. **Senator Den Hartog** did not believe this was necessary. **Senator Herndon** commented he believed a cross-reference to Title 67 would be helpful for legislators that would try to evaluate this bill.

Senator Semmelroth asked Senator Den Hartog what circumstances would lead to an increase in the total money available in the revolving loan fund. Senator Den Hartog disclosed she could only foresee this happening if there was an overwhelming demand from qualifying schools on the revolving loan fund. If this was the case, then there would need to be a request to the Joint-Finance and Appropriations Committee to put additional funds into the revolving loan fund. Senator Semmelroth appreciated how fiscally responsible the bill was and the accountability measures that were worked into the bill.

**Senator Den Hartog** commented she appreciated Senator Ward-Engelking's remarks that spoke to the Committee's hesitation for passing this bill last session. She mentioned that there was no possible way to include public schools in this legislation to receive funding, but she was willing to support

Senator Den Hartog's support for finding new ways to fund traditional public schools and emphasized the need to better support traditional public schools.

MOTION:

Senator Herndon moved to send S 1043 to the floor with a do pass recommendation. Senator Nichols seconded the motion. The motion carried by a voice vote.

ADJOURNED:

There being no further business at this time, Chairmen Lent adjourned the meeting at 4:34 p.m.

Senator Lent
Chair

Linette Grantham
Secretary

Tyler Allen
Assistant Secretary

new ways of financing public schools. Senator Ward-Engelking echoed

## **AGENDA**

## SENATE EDUCATION COMMITTEE 2:00 PM

## Room WW55

Wednesday, March 08, 2023

For members of the public to observe the meeting, please click on the following link: https://www.idahoptv.org/shows/idahoinsession/ww55/

SUBJECT	DESCRIPTION	PRESENTER
PRESENTATION:	IdahoPTV Education Overview	Jeff Tucker, General Manager, Idaho Public Television Kari Wardle, Education Manager, Idaho Public Television
<u>H 202</u>	EDUCATION - Adds to existing law to provide for the display of the national motto in certain circumstances.	Rep. Cornilles Rep. Skaug

Public Testimony Will Be Taken by Registering Through the Following Link:
Register to Testify

If you have written testimony, please provide a copy to the committee secretary.

<u>COMMITTEE MEMBERS</u> <u>COMMITTEE SECRETARY</u>

Chairman LentSen HerndonLinette GranthamVice Chairman ToewsSen LenneyRoom: WW39Sen Den HartogSen Ward-EngelkingPhone: 332-1321

Sen Nichols Sen Semmelroth Email: sedu@senate.idaho.gov

Sen Dunn (Carlson)

## SENATE EDUCATION COMMITTEE

**DATE:** Wednesday, March 08, 2023

**TIME:** 2:00 P.M.

PLACE: Room WW55

MEMBERS Chairman Lent, Vice Chairman Toews, Senators Den Hartog, Nichols, Dunn

**PRESENT:** (Carlson,) Herndon, Lenney, Ward-Engelking, and Semmelroth

ABSENT/ None

EXCUSED:

**NOTE:** The sign-in sheet, testimonies and other related materials will be retained with the

minutes in the Committee's office until the end of the session and will then be

located on file with the minutes in the Legislative Services Library.

**CONVENED:** Chairman Lent called the meeting of the Senate Education Committee (Committee)

to order at 2:00 p.m.

PRESENTATION: Idaho Public Television (IdahoPTV) Education Overview. Jeff Tucker and

Kari Wardle presented the background of and the educational services provided by IdahoPTV, a State agency operated under the State Board of Education (SBE). IdahoPTV had a non-profit arm called Friends of Idaho Public Television that was responsible for the purchase of programming, production of local content, and education services. The agency was allocated 71 full-time employees (FTP's) by the Legislature, 14 of which were funded by Friends of Idaho Public Television and supported the day-to-day operations of the agency. In recent years, Mr. Tucker, General Manager of IdahoPTV, said local program offerings were increased to six, which included: Outdoor Idaho, Idaho Experience, Idaho in Session, Idaho Reports, createid, and Science Trek. On March 24, IdahoPTV were set to release a new program called Idaho Lessons as a component of education services offered. Mr. Tucker reported that 62 percent of Idahoans regularly engaged with IdahoPTV content, and they were able to generate over 8.4 million views during the month of June in 2022 (Attachments 1 and 2).

Through work with the Idaho Military Division and the Idaho Office of Emergency Management, IdahoPTV was able to expand the scope of emergency support service offered, with the agency, reaching 99 percent of Idahoans.

**Mr. Tucker** and IdahoPTV recently began a partnership with the Department of Health and Welfare, using Millennium Fund dollars, to produce the No Vape campaign to combat youth vaping. Part of that project included a documentary film and an anti-vaping video contest. In the future, **Mr. Tucker** said it was the agency's plan to add for-credit, professional development trainings for educators. Private and grant-award dollars through Friends of Idaho Public Television had been used to fund segments that promoted two-year, apprenticeships, certificates, skilled trades, and other in-demand career tracks. IdahoPTV worked to increase its PBS Kids offerings, and created a nation-first for a local PBS station website for parents to learn about TV episodes, learning objectives, and more.

**Kari Wardle**, Education Manager at IdahoPTV, said the station put on 120 events across the State that reached over 14,000 families. She said some elements of the education team's work were the production and distribution of free education materials, resources, and creation of professional development opportunities for educators. Their PBS Kids programs reached 1.8 million views per month. **Ms.** 

**Wardle** noted some other programs her team put on were in-person workshops, webinars, and work-at-your-own-pace courses, which included thousands of interactive lessons and plans that were aligned with State standards. Storytime in a Box was a program that was originally a pandemic-era pilot program where IdahoPTV distributed books and other storytime materials to libraries, and recent efforts were made to expand it to include childcare facilities. Another new program was the creation and distribution of Kindergarten Readiness Kits, which contained school supply materials for parents to help kids be prepared to enter kindergarten - the deployment of those resources were focused on high-need communities. IdahoPTV received the Ready to Learn Grant, which was to be used to conduct outreach, identify assets, and assess needs in North Idaho communities.

DISCUSSION:

Senator Herndon asked what the viewership breakdown was in the Idaho market by distribution medium. Mr. Tucker said it was roughly even thirds, between air, satellite, and cable, but admitted streaming platforms ate into some of the margins. Senator Herndon asked if there was a percentage figure for the number of households that accessed IdahoPTV programming. Mr. Tucker said that, since roughly 62 percent of Idahoans watched IdahoPTV a year, that number would be about one million people, and that average was great compared to other markets across the country, where it was reported Idaho was seventh in viewership per capita. Senator Herndon asked how IdahoPTV programming was aired in more remote areas, like Bonners Ferry. Mr. Tucker said there was a translator outside Sandpoint on Mount Baldy they used.

**Senator Nichols** asked how IdahoPTV selected its programming. **Mr. Tucker** said Nielsen ratings were used to determine what people in the Idaho market were most likely to watch, and use that, in conjunction with PBS, to determine what programming would air and when.

H 202

Adds to Existing Law to Provide for the Display of the National Motto in Certain Circumstances. Representative Cornilles said H 202 amended State Code to permit public universities, colleges, and schools in Idaho to display the national motto "In God We Trust" in a high-visibility location if they wished. He said this legislation was modeled after one that passed in Texas in 2022, but added a provision that no signage was allowed that recognized the person or group that donated the funds or motto to the institution.

**DISCUSSION:** 

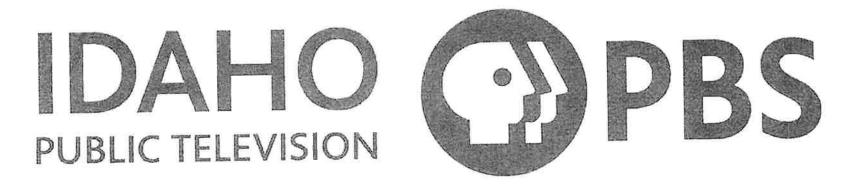
**Senator Dunn (Carlson)** asked if a school had multiple buildings would they be required to add the motto to each of their buildings or if it was acceptable to be displayed in one. **Representative Cornilles** said it had to be displayed at just one building on the campus. **Senator Dunn** asked if murals were accepted under the proposed legislation. **Representative Cornilles** said it was his understanding murals were not acceptable.

**Senator Ward-Engelking** expressed concerns about the potential alienation of students that were members of different religious groups.

Senator Semmelroth asked if a school had to display the slogan if it was donated, and there was no refusal procedure allowed. Representative Cornilles said that was correct. Senator Semmelroth asked if, regardless of affiliation, any group, like the Satanic Temple, was able to donate, and a school was required to accept it. Representative Cornilles confirmed that was correct. Senator Semmelroth asked if a donated banner had the slogan spelled out in a different language if it had to be hung up. Representative Cornilles said it had to be in English.

**Senator Lenney** asked what was the inspiration for the legislation's introduction. **Representative Cornilles** said that when he saw Texas passed a similar bill he was inspired to try the same in Idaho. **Senator Lenney** asked if, to the

	Representative's knowledge, there had bee was donated to a school and had it rejected had no examples of that scenario.		
MOTION:	Senator Herndon moved to send H 202 to the floor with a do pass recommendation. Senator Nichols seconded the motion. The motion carried by voice vote. Senators Semmelroth and Ward-Engelking asked to be recorded as voting nay.		
ADJOURNED:	There being no further business at this time, at 2:43 p.m.	Chairman Lent adjourned the meeting	
Senator Lent Chair		Linette Grantham Secretary	
		Kieran Sprague Assistant Secretary	



# IdahoPTV Education Overview

Senate Education Committee

Jeff Tucker – General Manager

Kari Wardle – Education Manager

March 8, 2023

## Local Production





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REPORTS

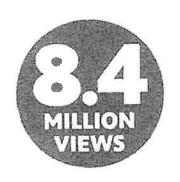
createid



JOIN IDAHO PUBLIC TELEVISION FOR AN EXPERIMENT IN CIVILITY AS EVERYDAY IDAHOANS TALK ABOUT THEIR VALUES TO AN AUDIENCE THAT PROMISES TO SIMPLY LISTEN LISTENS Monday, March 20, at 6 PM LINCOLN AUDITORIUM

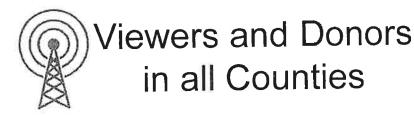
idahoptv.org/civility

## Viewership and Awards



More than 800,000 unique viewers watched in June of 2022

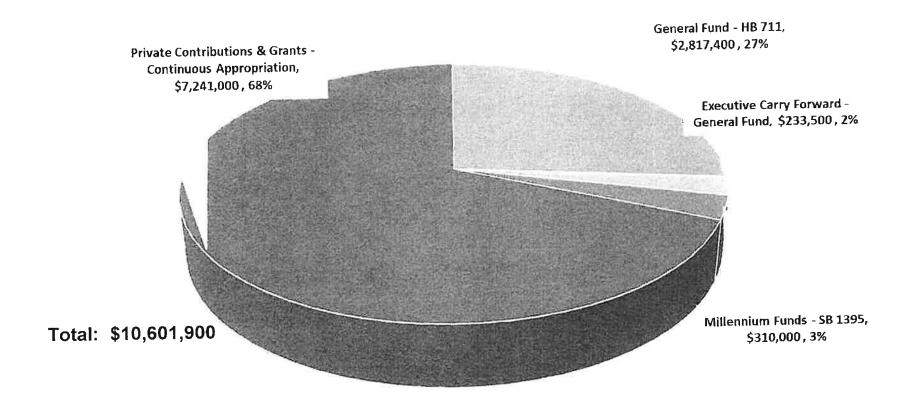






67 International, National and Regional Awards

## IdahoPTV - FY 2023 Estimated Expenditures



# AMERICAN GRADUATE

GETTING TO WORK

- Broadcast
  - 40-60 hrs per quarter
  - up to 2000 segments per quarter
- YouTube Playlist
- Social media and Press Releases
- Built Strong Public and Private Partnerships

# Meet the Team



### Local Production









## createid

## Monday, March 20, at 6 PM LINCOLN AUDITORIUM **CISTENS** SIMPLY LISTEN THAT PROMISES TO THEIR VALUES TO AN AUDIENCE AS EVERYDAY IDAHOANS TALK ABOUT FOR AN EXPERIMENT IN CIVILITY JOIN IDAHO PUBLIC TELEVISION

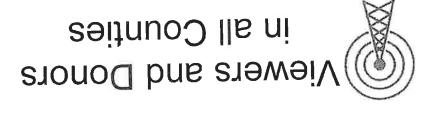
idahoptv.org/civility

## Viewership and Awards



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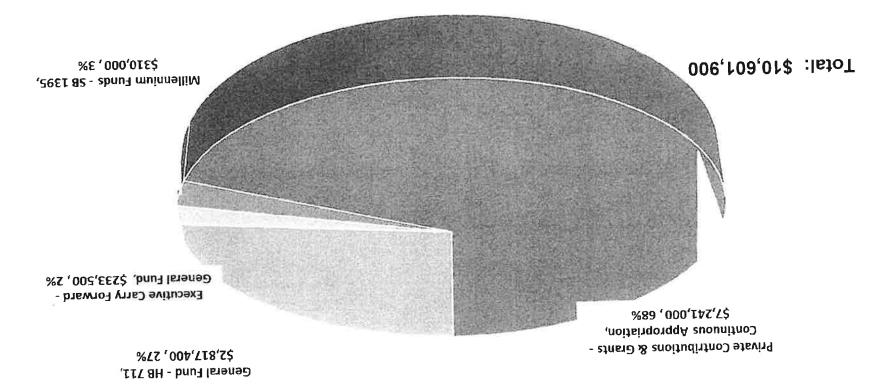




67 International, National and Regional Awards
FY 2022



## IdahoPTV - FY 2023 Estimated Expenditures

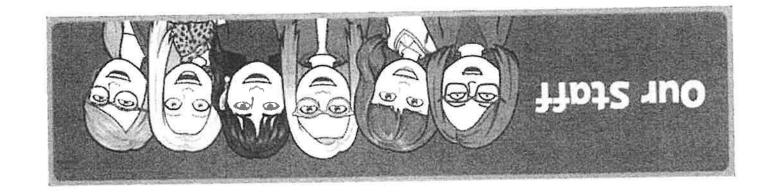


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CELLING IO MORK

- Broadcast
- 40-60 hrs per quarter
- up to 2000 segments per quarter
- YouTube Playlist
- Social media and Press Releases
- Built Strong Public and Private Partnerships

## Meet the Team





## Leads to Learning Gain Comparable to High-

A-919 Pre-K

Students' Math Learning & Development Increases Teacher Knowledge of

Strengthens parent support

Improves Math knowledge & skills

Boosts early literacy skills

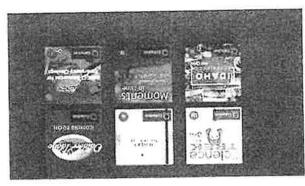
Prepares children for school

WS.

Research shows that PBS KIDS..







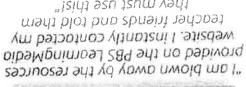


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Interactive Lesson

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#### For Families







me to do that by providing easy-to-use, ready-to-go activities and resources." to connect with my kids. PBS has allowed "These moments create opportunities

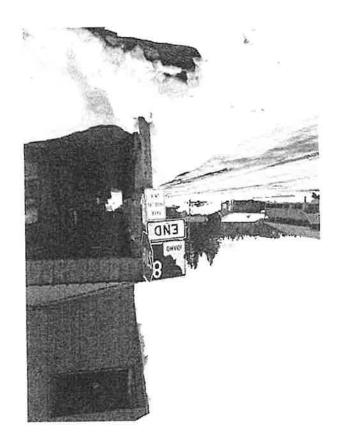
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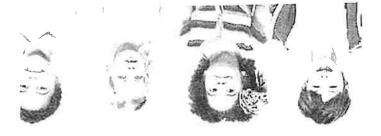
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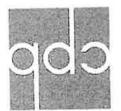
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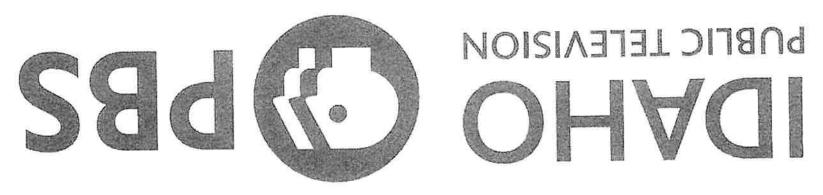


Ready To Learn





# PUBLIC TELEVISION OPPOBLIC TELEVISION



IdahoPTV Education Overview
Senate Education Committee
Jeff Tucker - General Manager
Kari Wardle - Education Manager
March 8, 2023

## AMENDED AGENDA #2 SENATE EDUCATION COMMITTEE

#### 2:00 P.M. Room WW55 Thursday, March 09, 2023

For members of the public to observe the meeting, please click on the following link: https://www.idahoptv.org/shows/idahoinsession/ww55/

SUBJECT	DESCRIPTION	PRESENTER
MINUTES APPROVAL:	Minutes of January 26, 2023	Senator Herndon Senator Lenney
MINUTES APPROVAL:	Minutes of February 13, 2023	Senator Den Hartog Senator Semmelroth
MINUTES APPROVAL:	Minutes of February 16, 2023	Senator Ward-Engelking Senator Lenney
PRESENTATION:	Who We Are	Lyn Harry White, Director, Government Relations, Western Governors University Idaho
<u>S 1153</u>	SCHOOLS - Adds to existing law to establish provisions regarding teacher spending accounts.	Senator Herndon

Public Testimony Will Be Taken by Registering Through the Following Link:
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COMMITTEE MEMBERS COMMITTEE SECRETARY

Chairman LentSen HerndonLinette GranthamVice Chairman ToewsSen LenneyRoom: WW39Sen Den HartogSen Ward-EngelkingPhone: 332-1321

Sen Nichols Sen Semmelroth Email: sedu@senate.idaho.gov

Sen Dunn (Carlson)

#### MINUTES SENATE EDUCATION COMMITTEE

DATE: Thursday, March 09, 2023

TIME: 2:00 P.M.

PLACE: Room WW55

**MEMBERS** Chairman Lent, Vice Chairman Toews, Senators Den Hartog, Dunn (Carlson),

PRESENT: Nichols, Lenney, Ward-Engelking, and Semmelroth

Senator Herndon ABSENT/

**EXCUSED:** 

NOTE: The sign-in sheet, testimonies and other related materials will be retained with the

minutes in the Committee's office until the end of the session and will then be

located on file with the minutes in the Legislative Services Library.

CONVENED: Chairman Lent called the meeting of the Senate Education Committee (Committee)

to order at 2:00 p.m.

**MINUTES** Senator Den Hartog moved to approve the Minutes of January 26, 2023. Senator

APPROVAL: **Lenney** seconded the motion. The motion carried by **voice vote**.

**MINUTES** Senator Den Hartog moved to approve the Minutes of February 13, 2023. Senator

**Semmelroth** seconded the motion. The motion carried by **voice vote**. APPROVAL:

**MINUTES** Senator Ward-Engelking moved to approve the Minutes of February 16, 2023.

APPROVAL: **Senator Lenney** seconded the motion. The motion carried by **voice vote**.

PRESENTATION: Who We Are - Western Governors University (WGU) - Idaho. Lyn Harry

White, Director, Government Relations, said WGU was founded in 1997 when 19 governors, of which Idaho Governor Phil Batt was one, committed at least \$100,000 from each state to establish the not-for-profit university. The vision for WGU was to have it solidify the higher education-to-workforce pipeline by making education accessible and affordable for the working adult, with the transition to a 100 percent online platform and a tuition rate that was 60 percent less than the national average.

WGU had four colleges, which included Health Professions, K-12 Teacher Education, Information Technology, and Business to prepare students for the most in-demand professions in the workforce, and offered competency placement, so students with prior experience and knowledge could test into classes that matched their proficiency. After 26 years, WGU has expanded to all 50 states. To accommodate the schedules of working adults, WGU did not establish a semester or quarter system, and instead opted for a continuous offering of courses. Average completion of an otherwise conventional four-year degree at WGU was two-and-a-half years, and six-to-eight months for Master's degrees, depending on how fast students were able to advance through their curriculum. All students were assigned mentors that had received Ph.D.'s in that subject matter to serve as liaisons between students and faculty or the administration, and also to advise on matters such as course selection. Ms. White cited a Gallup poll figure that WGU graduates, on average, earned \$20,300 after graduation, while the national

average was \$8,200 (Attachment 1).

#### DISCUSSION:

**Senator Semmelroth** asked what was the definition of an underserved graduate. **Ms. White** said underserved graduates were those from rural, low-income, or minority demographic groups.

**Vice Chairman Toews** asked for clarity on the post-graduation pay comparison between WGU graduates and others. **Ms. White** said that was in reference to increases in pay at their jobs, not total compensation.

**Chairman Lent** asked what percentage of students that enrolled completed their degree. **Ms. White** said that rate was about 63 percent, which was nearly double the national average. She credited WGU's flexible curriculum and the affordability for the higher-than-average degree completion rates.

**Senator Dunn (Carlson,)** asked if there was a timeframe or limitation on credits that were eligible for transfer from a student's past higher education. **Ms. White** said WGU had no limitation. She said WGU's admission's staff worked very hard with applicants and students, many of whom went to school many years prior, to find any and all transferable credits because they paid for and earned them, and WGU's wish was to respect those past commitments.

**Senator Nichols** asked if WGU had any internal racial quotas for admissions. Ms. White said WGU had none.

S 1153

Schools - Adds to existing law to establish provisions regarding teacher spending accounts. S 1153 was removed from the agenda due to Senator Herndon's absence.

ADJOURNED:

There being no further business at this time, **Chairman Lent** adjourned the meeting at 2:25 p.m.

Senator Lent	Linette Grantham
Chair	Secretary
	Kieran Sprague
	Assistant Secretary







#### WE PARTNER WITH COMMUNITY COLLEGES TO HELP THEIR GRADS

#### GO FURTHER WITH A BACHELORS DEGREE.

We maintain great relationships with community colleges throughout the United States. As a result, we offer generous transfer privileges for community college graduates.





#### State of Idaho State Portrait - Graduates

#### Data Current as of Mar-2023

Graduates	Undergraduate	Graduate	Total
Business College	879	880	1,759
Health Professions College	1,192	421	1,613
Information Technology College	348	106	454
Teachers College	808	970	1,778
State Total	3,227	2,377	5,604

Gender	Headcount	Percent	
Female-	3,878	70%	
Male	1,700	30%	
State Total	5,578	100%	

Ethnicity	Headcount	Percent	
American Indian or Alaska Native	71	1%	
Asian	38	1%	
Black or African American	22	0%	
Hispanic	247	4%	
White	4,835	87%	
Two or more races	45	1%	
Race and Ethnicity Unknown	331	6%	
State Total	5,589	100%	

Community Description	Undergraduate	Graduate	Total
Rural	1,131	850	1,981
Urban	1,899	1,401	3,300
Not reported	197	126	323
State Total	3,227	2,377	5,604

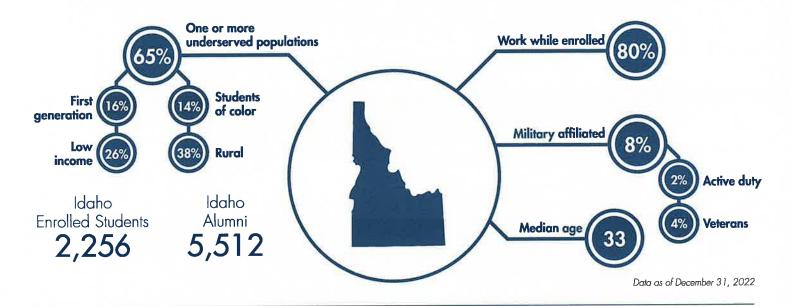
Age Information	Headcount	Percent
21 to 25	129	2%
26 to 29	374	7%
30 to 39	1,809	32%
40 to 49	1,925	34%
50 to 59	1,037	19%
60+	324	6%
State Total	5,598	100%

First Generation Graduate	Headcount	Percent	
Yes	1,700	30%	
No	3,904	70%	
State Total	5,604	100%	

Underserved Graduate	Headcount	Percent	
Yes	3,654	65%	
No	1,950	35%	
State Total	5,604	100%	

Counties with 20+ Graduates	Undergraduate	Graduate	Total
Ada	730	575	1,305
Bannock	135	116	251
Bear Lake	33	21	54
Bingham	91	101	192
Blaine	33	32	65
Bonner	56	35	91
Bonneville	281	250	531
Canyon	333	192	525
Cassia	74	44	118
Elmore	40	26	66
Franklin	43	35	78
Gem	26	0	26
Gooding	31	20	51
Idaho	21	0	21
Jefferson	76	67	143
Jerome	45	25	70
Kootenai	350	212	563
Latah	48	44	92
Madison	46	158	204
Minidoka	58	22	86
Nez Perce	55	36	9
Payette	35	25	6
Teton	0	23	2:
Twin Falls	282	138	42
Valley	0	31	3
State Total	2,922	2,228	5,15

# WGU and Idaho



Idaho and WGU at a Glance

181,897

Idaho residents with some college but no credential as of July 31, 2020<sup>1</sup> \$7,452

Average annual cost in 2021 for WGU undergraduate programs, compared to a national average of \$12,112<sup>2</sup>

\$490,410

Amount of WGU scholarship funding awarded to Idaho students in 2021

<sup>1</sup>The National Student Clearinghouse Research Center, <sup>2</sup>The Institute for College Access & Success

#### Top Employers of WGU Graduates in Idaho

Kootenai Health, St. Luke's Health System, West Ada School District, Twin Falls School District, Boise School District, Post Falls School District, BYU-Idaho, Blue Cross of Idaho, Eastern Idaho Regional Medical Center

#### College Articulations in Idaho

BYU-Idaho, BYU-Pathway Worldwide, College of Eastern Idaho, College of Southern Idaho, College of Western Idaho, North Idaho College

#### WGU Colleges Enrollment



308

Students

enrolled in the Leavitt School of Health



802

Students

enrolled in the School of Education



384

Students

enrolled in the College of Information Technology



762

Student

enrolled in the College of Business